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ABSTRACT

Intended for use by vocational home economics teachers in grades 11 and 12, this curriculum guide provides preparation for students to assume the roles of homemakers and wage earners. The seven sections included are subdivided into two or more units and consist of the following topics: (1) career planning, which also encompasses job search methods and factors involved in career success; (2) consumerism, which treats money management, banking, credit, and buying practices; (3) human development, which explores personal development and relationships; (4) parenthood education, which covers life styles, pregnancy, childbirth, infant care, and parent child relationships; (5) clothing selection and care; (6) food, which includes table service, meal planning, kitchen aids, food preparation, and table etiquette; and (7) the selection and maintenance of housing and home furnishings. Each unit is organized into eight parts: student behavioral objectives, stating the goals of the course; suggested activities, outlining steps for both students and instructors to accomplish specific objectives; information sheets, providing the content necessary to meet the knowledge objectives of the unit; transparency masters to reinforce the learning process; job sheets, outlining the skills being taught; assignment sheets for homework or classroom use (answer sheets are also included); paper-pencil and performance tests constructed to measure student achievement of each objective; and test answers. (ELG)

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CE 017 089

VOCATIONAL HOME ECONOMICS EDUCATION

Family Living

STATE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION
STILLWATER, OKLAHOMA

FUTURE HOMEMAKERS OF AMERICA
TOWARD NEW HORIZONS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FAMILY LIVING

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Stillwater, Oklahoma 74074

Developed by the Curriculum and Instructional Materials Center
For the Division of Vocational Home Economics Education
Nedra Johnson, State Supervisor
OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
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FOREWORD

We believe that the single most effective way to improve vocational education is through the development and implementation of a good and sound instructional materials delivery system. *Family Living* is designed for 11th or 12th grade students who have had no more than one year of previous vocational home economics.

As Alvin Toffler put it, "Students today receive a vast amount of undigested information and misinformation from newspapers, records, TV, movies, radio, and other sources. As a result, they are aware of the rapidity with which the world is changing. But if many young people are prepared to contemplate the idea of radical change in the real world, this does not mean that they have the slightest idea about the implications of high-speed change for their own lives." He follows this premise by writing, "All education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its education system will betray its youth." In light of the 1976 federal legislation, it becomes more imperative than ever before to gain visability of instruction in consumer education, nutrition, parenthood education, and management of resources. *Family Living* is designed to help prepare students for their roles as homemakers and wage earners.

We value *Family Living* as an instructional asset to build program uniformity, set minimum program standards, and provide a base for teacher and student accountability. This publication is intended as a base from which the teacher can motivate, localize, and personalize in order to prepare students for their future multiple roles as they relate to homemaking. It is our belief that the total vocational home economics education program will benefit through the use of *Family Living* instructional materials.

Francis T. Tuttle, State Director
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PREFACE

Today, without the rush into marriage and without the insistence that every couple have children and several, at that, it looks as if a new generation, with cooler heads, might choose a cooperative marriage in which the wife becomes part of the wider world while the husband becomes more supportive within the world of the family. Before the days of the Smith-Hughes Act in 1917, "domestic science" had been charged with the responsibility of preparing women to meet the demands posed by traditional family life. And, now, as the 21st century approaches, new frontiers emerge to offer new challenges to vocational home economics education. For example, how will vocational home economics education:

- encourage participation of males/females to prepare for combining the roles of homemaker and wage earner?
- meet the challenges of increased numbers of women working outside the home, increased numbers of men assuming homemaking responsibilities, changing career patterns for men/women?
- give greater consideration to economic, social, and cultural considerations and needs?
- prepare females/males in consumer education, management of resources, nutrition, and parenthood education?

The success of an educational adventure of this magnitude lies in the development and implementation of instructional materials. *Family Living* is intended to give guidance and to facilitate preparation for the roles of homemaker and wage earner. Countless hours and immense amounts of effort have been devoted by vocational home economics teachers, supervisory staff, and teacher-educators to create *Family Living*. *Family Living* can become an indispensible factor in lending accountability and visability to vocational home economics education.

A stockpile of information and experiences are launched from within the covers of *Family Living*, e.g., consumer education, resource management, nutrition, and parenthood education. As you use *Family Living* core material combined with your own individual motivational techniques, local resources, and personal teaching style to prepare students to assume their roles of homemaker and wage earner, please remember. . .

Like a tree's shadow
Your "influence" will be
Where you will never be.

Joyce Sawatzky
Home Economics Curriculum Specialist

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USE OF THIS PUBLICATION

Instructional Units

Family Living includes seven areas. Each area consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teacher information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him/her determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

Name	Identify	Describe
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, she/he should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teache for checking student progress.

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances she/he might reasonably expect from a person who has had this training.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

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SECTION A
VOCATIONAL PLANNING

CAREER PLANNING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to make a personal assessment as a part of career planning. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with career planning to the correct definitions.
2. Name three reasons people work.
3. Name occupational categories.
4. Discuss factors to consider in finding the right job.
5. Name three factors that affect values.
6. Arrange in order steps in value development process.
7. Discuss development of a positive self-image.
8. Increase self-awareness.
9. Make a plan to overcome fears.
10. Assess personal values.
11. Evaluate personal abilities.
12. Examine job interests.
13. Chart personal goals.
14. Investigate an occupation.
15. Evaluate an occupational selection.

CAREER PLANNING
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Prepare students for Assignment Sheet #3.

      1. Introduce the values auction as an activity that helps us become aware of real and expressed values. It is one thing to be rational and logical while stating our values (expressed values), but it is quite another thing when the emotional aspect of our humanity is tapped. We sometimes become aware of other values we didn't "think" were so important.

      2. Begin the values auction by explaining that each of the items on the assignment sheet will be auctioned off to the highest bidder. Each student will have $5000 to use during the auction. Give the students a few minutes to budget the amount they plan to spend on any given item. Explain that they can spend the money available on one or two items or on as many as they wish, as long as their total budget does not exceed $5000.

      3. Begin auctioning any item on the sheet. It is best not to proceed from top to bottom in the order in which items are found.

         (NOTE: Students are not restricted in their bidding to what they budgeted for an item. If, during the auction, they decide to spend more than budgeted, they may do so as long as the total amount spent never exceeds $5000. When they have bought an item, that money is gone from their budget. If they bid and do not get the item, the money budgeted can then be used on another item of their choice. Have students enter the highest amount they bid on any item into the middle column. Enter the top bid which the item brought into the last column to the right.)

      4. Begin the bidding with "Who will open the bidding at $50 for . . . ." If an item is not popular enough with the group at the outset to begin at $50, lower it to get it started.

         (NOTE: It is best to keep dollar bid jumps in $25 amounts or higher. Fifty cents or $1 increases take considerably longer to conclude the bidding and can make the auction drag.)

5. Proceed through the auction until each item has been auctioned off.

F. Make arrangements for or collect information/brochures for a "Career Corner" in order for students to complete Assignment Sheet #9.

(NOTE: Use additional references to stock or check information collection in "Career Corner.")

G. Have students make a word-a-gram or word scramble to reinforce objective three.

H. Use poster "Open Up" (*Encounter*, page nine) as a transparency to help students examine their needs for setting goals.

I. Introduce objective five by showing students how values differ. Ask students to answer this question on a secret ballot: How much money is a lot of money? Compare answers among classmates. Are there many different answers?

Try one more question: How many people live in a small town? Make it a little more difficult by having students try to guess what others will say.

Example: Your answer: ________ people live in a small town. Your guess of what others will say: ________ people live in a small town.

Compare answers among class. Look for two things. First, how many people had the same answer? Second, was anyone lucky enough to guess someone else's answer? There are two points to this guessing game. First, almost everyone has a different answer because people have different values. Second, only with luck did someone guess another's answer because it is hard to guess what others value because people's values are different. Some may agree; with others, agreement may be close; some people may completely disagree.

J. Obtain *Kuder Preference Record, Strong Vocational Interest Blank for Women or Men, Aptitude Tests for Occupations, or General Aptitude Test Battery* to assist students in determining interests and their relation to job choice/career planning.

(NOTE: Many of these tests have been criticized for permitting differential treatment on the basis of sex. These criticisms have been attended to with a new interpretive leaflet, the *Kuder Occupational Interest Survey [Form DD]*, and a new *Strong-Campbell Interest Inventory*. When obtaining these tests be sure to ask for the revised editions.)

K. Give test.

L. Reteach if necessary.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets:
  1. Assignment Sheet #1--Increase Self-Awareness
  2. Assignment Sheet #2--Make a Plan to Overcome Fears
  3. Assignment Sheet #3--Assess Personal Values
  4. Assignment Sheet #4--Who Should Survive?
  5. Assignment Sheet #5--Evaluate Personal Abilities
  6. Assignment Sheet #6--Examine Job Interests
  7. Assignment Sheet #7--Chart Personal Goals
  8. Assignment Sheet #8--Investigate an Occupation
  9. Assignment Sheet #9--Evaluate an Occupational Selection
- D. Test
- E. Answers to test

III. Unit references:

A. Eggland, Steven A., and Williams, John W.. *Human Relations in Business*. Dallas: South-Western Publishing Co., 1977.

B. Allen, Cliff. "After High School--What?" *Practical Family Life*. Greenfield, Mass.: Channing L. Bete Co., Inc., 1977.

C. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core Curriculum*. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1977.

D. Elliott, Evelyn. *Career Planning*. Fayetteville, Arkansas: University of Arkansas, 1976. Unpublished duplicated material.

(NOTE: This material was developed under a partially funded grant of Part F, Section 553, Education Professions Development Act, and is unavailable for purchase.)

IV. Additional references:

A. *Dictionary of Occupational Titles* (DOT). Volumes I, II, and III. Superintendent of Documents, U. S. Government Printing Office, 1975.

B. *Occupational Outlook Handbook*. Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics, Superintendent of Documents, U. S. Government Printing Office, 1976.

C. *Occupational Library*. Moravia, N. Y.: Chronicle Guidance Publications, Inc., n. d.

D. *Career Explorary Kit*. Largo, Florida: Careers, Inc., n.d.

(NOTE. The kit contains information on over 450 job titles that are filed alphabetically.)

E. *Lifelihoods: Careers for Your Life Style*. Boston: Houghton-Mifflin.

(NOTE: This publication covers 15 clusters set up by the U.S.O.E.)

F. *Career Guidance*. Available from Butterick Publishing, Box F-2, 161 Sixth Avenue, New York, NY 10013.

G. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight Publishing Company, 1975.

H. Feingold, S Norman, and Swerdloff, Sol. *Occupations and Careers*. Dallas: Webster Division/McGraw-Hill Book Company, 1969.

I. *SRA Career Information Kit*. Chicago: Science Research Associates, Inc., 1971.

J. Interest and aptitude tests

(NOTE: When writing for these tests be sure to ask for the new revised versions.)

1. *Kuder Preference Record*. Vocational Form, CP, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

2. *Strong Vocational Interest Blank for Women or Men*. Stanford University Press, Stanford, California.

   (NOTE: The results of this test can be obtained on a print-out for each student from National Computer Systems, 4401 W. 76th Street, Minneapolis, Minnesota 55435.)

3. Roeder, Wesley S. *Aptitude Tests for Occupations*. Monterey, California: McGraw-Hill Book Co., California Test Bureau, Del Monte Research Park.

   (NOTE: This publication includes timed tests for six aptitudes: personal-social, mechanical, general sales, clerical routine, computational, and scientific.)

CAREER PLANNING
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Career--Progress of individual toward his/her work; may include variety of jobs/occupations/professions

      Example: Stock clerk to sales clerk to manager

   B. Job--Group of similar positions in a work situation

      (NOTE: There may be only one or there may be many persons employed in the same job. Teaching English in your school is an example of a job.)

   C. Work--Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

   D. Occupation--Group of similar jobs

      Example: Secondary school teaching

   E. Ability--Power to do a task or skill

   F. Goal--Objective you plan to achieve

   G. Skill--Ability to do a job well

   H. Value--Personal belief that tells a person what is desirable and worthwhile

      (NOTE: Your values help you decide what is important and help you to determine what choices to make in your everyday life.)

   I. Value system--Process through which thoughts and ideas are used and become values or not used and discarded

   J. Self-image--What you think about yourself

   K. Positive self-image--Self-belief that your abilities and feelings are consistent with what you think of yourself; liking yourself

   L. Self-awareness--Ability to recognize own values, ambitions, and goals

   M. Interest--Something a person enjoys

   N. Aptitude--Natural tendency, inclination, or ability to do a task or skill; quickness to learn or understand a particular function

INFORMATION SHEET

II. Reasons people work

(NOTE: Work will be the major activity of your life. This can mean more than 10,000 days "on the job.")

A. Economic

(NOTE: There is a need to earn money to pay for the things we need and for the things we want.)

B. Social

(NOTE: In our culture, everyone is expected to contribute to his/her own welfare and to the general welfare, in other words, to be productive.)

C. Psychological

(NOTE: Few people can stand the boredom of idleness for long periods, especially when everyone else is busy. Work can be a source of personal satisfaction, a way to learn, a means of helping others.)

III. Occupational categories

(NOTE: There are about 37,000 different types of employment available in America to those with proper training and education. The job situation continues to change rapidly. There are now more "white-collar" jobs and more jobs in service industries and government.)

A. Professional, managerial, and related occupations

Examples:

Business administration and related professions
- Accountant
- Advertising worker
- Industrial traffic manager
- Market researcher
- Personnel worker
- Public relations
- Purchasing agent

Clergy
- Minister
- Rabbi
- Priest

Conservation
- Forester

Counseling
- School counselor
- Rehabilitation counselor
- Vocational counselor

Engineering
- Aerospace engineer
- Agricultural engineer
- Ceramic engineer
- Civil engineer
- Electrical engineer
- Industrial engineer
- Mechanical engineer
- Metallurgical engineer
- Mining engineer

Science
- Biologist
- Geologist
- Geophysicist
- Meteorologist
- Oceanographer
- Chemist
- Biochemist
- Physicist
- Astronomer

Art-related occupations
- Commercial artist
- Designer
- Photographer

Performing arts
- Actor
- Dancer
- Musician
- Singer

INFORMATION SHEET

Health services
- Chiropractor
- Dental hygienist
- Laboratory technician
- Dentist
- Dietitian
- Hospital administrator
- Licensed practical nurse
- Medical records librarian
- Medical technologist
- X-ray technician
- Occupational therapist
- Optometrist
- Osteopathic physician
- Pharmacist
- Physical therapist
- Physician
- Podiatrist
- Registered nurse
- Sanitarian
- Veterinarian

Mathematics
- Mathematician
- Statistician
- Actuary

Social sciences
- Anthropologist
- Economist
- Geographer
- Historian
- Political scientist
- Sociologist

Other professional and related occupations
- Teacher
- Technician
- Draftsperson
- Reporter
- Technical writer
- Architect
- Placement officer
- Home economist
- Lawyer
- Librarian
- Psychologist
- Social worker
- Urban planner
- Surveyor

B. Sales and service occupations

Examples:

Sales occupations
- Retail store sales
- Automobile salesperson
- Automobile parts counter clerk
- Wholesale sales
- Manufacturer's salesperson
- Insurance
- Real estate
- Securities
- Automobile service advisor

Protective services
- FBI agent
- Firefighter
- Police officer

Other services
- Cook
- Waiter
- Hospital attendant
- Barber
- Cosmetologist

INFORMATION SHEET

C. Skilled and manual occupations

Examples:

Building trades
- Asbestos and insulation worker
- Bricklayer
- Carpenter
- Mason
- Construction laborer
- Electrician
- Floor covering installer
- Glazier
- Painter
- Paperhanger
- Plasterer
- Plumber
- Roofer
- Sheet metal worker
- Iron worker

Driving occupations
- Truck driver
- Routeperson
- Bus driver
- Taxi driver

Machining occupations
- Machinist
- Machine tool operator
- Tool and die maker
- Set-up person
- Layout person

Mechanics and repairpersons
- Air-conditioning mechanic
- Appliance serviceperson
- Automatic bowling machine mechanic
- Automobile body repairperson
- Automobile mechanic
- Business machine serviceperson
- Diesel mechanic
- Industrial machinery repairperson
- Instrument repairperson
- Maintenance electrician
- Millwright
- TV and radio technician
- Truck mechanic
- Vending machine mechanic
- Watch repairperson

Printing
- Printer
- Photoengraver
- Bookbinder

Other manual occupations
- Assembler
- Automobile painter
- Blacksmith
- Electroplater
- Gasoline service station attendant
- Inspector (manufacturing)
- Jeweler
- Welder

INFORMATION SHEET

D. Government occupations

Examples:
Federal government
State government
Armed forces

E. Clerical and related occupations

Examples:
Stenographer
Secretary
Typist
Receptionist
Bookkeeper
Cashier
Office machine operator
Computer operator
Telephone operator
Shipping and receiving clerk

F. Agricultural occupations

Examples:
Farm worker
Extension service
Soil scientist
Soil conservationist
Farm service worker

G. Major industry occupations

Examples:
Aircraft, missile and spacecraft
Apparel industry
Atomic energy
Baking industry
Civil aviation
Electric power industry
Electronics manufacturing
Foundries
Hotels
Industrial chemical industry
Insurance business
Iron and steel industry
Motor vehicle manufacturing
Petroleum and natural gas production
Paper industry
Publishing
TV and radio broadcasting
Railroads
Restaurants
Telephone industry

INFORMATION SHEET

IV. Factors to consider in finding the right job

- A. Develop understanding of self (Assignment Sheets #1, #3, #5, #6, #7, and #9)
- B. Analyze personal abilities (Assignment Sheet #5)
- C. Study future goals (Assignment Sheet #7)
- D. Examine interests (Assignment Sheet #6)

  Examples: Favorite school subjects, least favorite school subjects; hobbies, sports, and special interests; types of people with whom you like to work; where you like to work (indoors or outdoors, small or large firm); types of work you like and dislike

- E. List basic job skills

  Examples: Writing, talking, listening, reading, spelling, punctuation, vocabulary, mathematics, and numbers

- F. List specific job skills
- G. Analyze the jobs available to find specific skills and rates of accuracy required
- H. Match personal skills to those required for specific jobs
- I. Write an application letter, prepare a resumé, complete an application form, and write a follow-up letter

V. Factors that affect values (Assignment Sheets #3 and #4)

- A. People

  Examples: Parents, friends, employer, co-workers, relatives, neighbors, teachers, members of the community

- B. Places

  Examples: Part of the country or world in which you live, part of town where you live, schools you attend, places you visit

- C. Things

  Examples: Radio, TV, movies, books, magazines, newspapers, records

INFORMATION SHEET

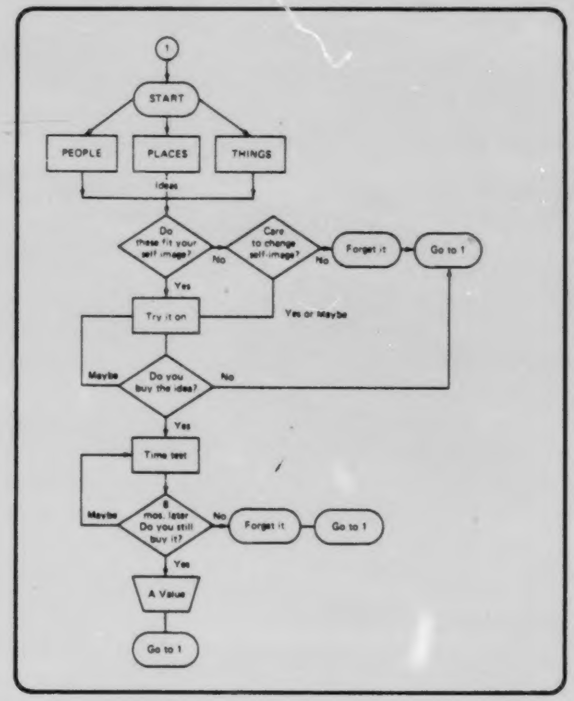
VI. Value development process

- A. Get an idea from people, places, or things
- B. Determine if idea fits your self-image
- C. Try out the idea for awhile
- D. Give idea the "time test"

  (NOTE: If you use the idea for at least six months, it will become a part of your value system.)

- E. Accept idea as a value

  (NOTE: If you "buy" the idea a year after you first considered it, the idea becomes a value. The value is now a definite part of you. It permanently helps you decide not only what is desirable and worthwhile but also what is right and just.)


1
START
PEOPLE
PLACES
THINGS
Ideas
Do these fit your self image?
No
Care to change self-image?
No
Forget it
Go to 1
Yes
Try it on
Yes or Maybe
Maybe
Do you buy the idea?
No
Yes
Time test
Maybe
6 mos. later Do you still buy it?
No
Forget it
Go to 1
Yes
A Value
Go to 1

(NOTE: This diagram is a flowchart. You begin at (START), which is marked ①. Follow the arrows. A question or decision is marked by a ◇. Your answer to the question tells you which arrows to follow. The symbol (Go to 1) means to start over again.)

INFORMATION SHEET

VII. Development of a positive self-image

   A. Accept yourself

   (NOTE: Accept yourself just as you are, here and now. If you want to become a better person, accept yourself first; then you can change.)

   B. Recognize your strengths and weaknesses

   C. Overcome your fears (Assignment Sheet #2)

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #1--INCREASE SELF-AWARENESS

Self-awareness can be called a prerequisite to personal development. To be able to make sound decisions about future direction, you must recognize your values, ambitions, and goals. Furthermore, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly, relying on first thoughts, and should not be dwelt upon for any period of time. Use your answers for later reference in class discussion.

(NOTE: These questions have no right or wrong answers!)

1. What is your favorite color? ____________________
2. What subject do you enjoy most in school? ____________________
3. What is your favorite holiday? ____________________
4. What food pleases your appetite most? ____________________
5. What car do you like best? ____________________
6. What makes you sad? ____________________

   Happy? ____________________
7. If you could only save one personal item, what would it be? ______

   ____
8. At what time in history would you choose to live? ____________

   ____
9. If you had any one place you could visit, where would it be? ______

   ____
10. What special talents would you like to have? ____________

    ____
11. What quality would you add to your personality or character? ______

    ____
12. What quality would you like to get rid of? ____________

    ____

ASSIGNMENT SHEET #1

13. What is your favorite pastime? ______________________________

____

14. If you could spend one hour talking with anyone in the world, who would it be?

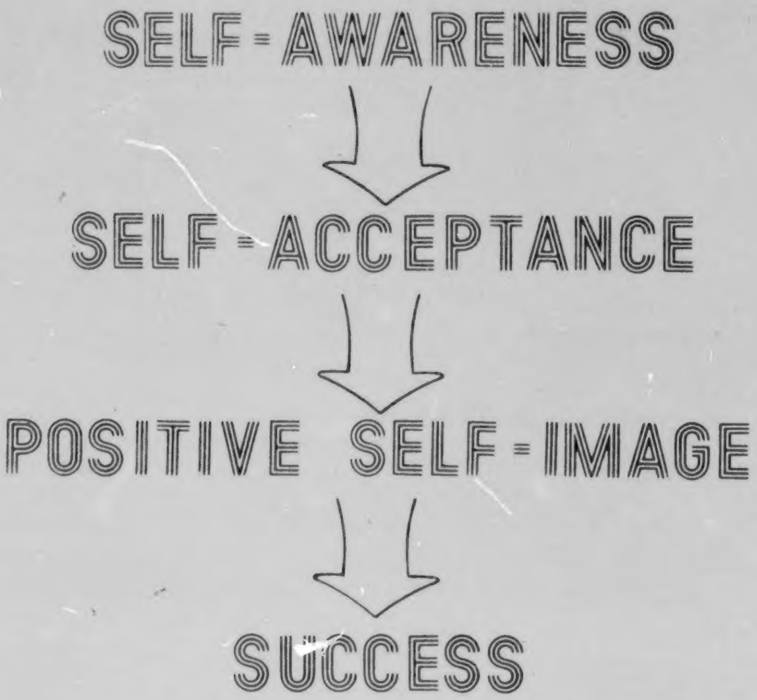
____

15. What is your biggest problem or concern that you need to solve right now?

____

____

The most important thing is how fast and sure you are able to respond. Discuss and compare with classmates the difficulties encountered in answering, how it might be possible to become more aware of self, and what "self-awareness" means. Remember:



SELF-AWARENESS

SELF-ACCEPTANCE

POSITIVE SELF-IMAGE

SUCCESS

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #2--MAKE A PLAN TO OVERCOME FEARS

No one is born confident. And no one is born with fear. Both being confident and being afraid are characteristics that are learned. The list of fears people have is endless. Here are some examples of fear which keep people from being successful.

- . . . fear of what others think or say
- . . . fear of failure in school
- . . . fear of losing a job
- . . . fear of physical pain
- . . . fear of competition
- . . . fear of investing time and money
- . . . fear of not getting a job

The truth is that 99 percent of all the things people fear or worry about never happen. If a person could redirect all the energy wasted on worrying into ways of taking advantage of strong points, he or she could be successful beyond all dreams. Yet, the problem is there: people do have fears. And to dismiss these fears with the old saying that "it's all in your imagination" doesn't work. Fear is fear, whether it is real or imagined. This powerful force destroys a person's confidence.

In learning to be more confident, the first step is to recognize that fear exists. You must know what your fear is before you can do anything to overcome it.

When you know what your fear is and you do nothing about it, the fear grows and grows. Taking action to eliminate fear means more than simply "hoping for the best." It means actually doing something.

Example: Sometime on a navy ship the crew will go through an "abandon ship drill." During this drill the crew members first put on a life jacket. Then, under close supervision each person jumps off the ship into the water. Even though expert swimmers are present and a boat is close by to pick up the crew, there are always some who are afraid to jump. Such persons must be politely encouraged to participate in this drill---they are pushed. When they hit the water fear vanishes.

Read the case study and answer the questions that follow:

Sara is a salesperson who goes from door to door. For the last two months sales have been down. Yesterday her supervisor called her in the office for the third time this month. Her supervisor laid it on the line and said, "Get those sales up or you may lose your job." Sara is worried about her appearance, her sales presentation, her bookkeeping, and the possibility of losing her job. She recognizes all these fears, but her action is limited because she is only hoping for the best.

ASSIGNMENT SHEET #2

PART A

1. What could be Sara's problem? ______________________________

2. What actions should Sara take? ______________________________

PART B

1. One thing I fear is ______________________________

2. Some things I can do to overcome this fear are ______________________________

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #3--ASSESS PERSONAL VALUES

The values assessment experience can be quite enjoyable and stimulating. The chief purpose of this experience is to help you "assess" your values. When you assess anything, you first have to become aware of what you have. Then you decide what it is worth. The same is true in values assessment. So--you will be determining which values are influencing your life. These are values you have now. Then you will be making decisions as to how important these values are to you.

Another way to describe the values assessment experience is that you will be refining and testing your values to see which matter most to you. Refining your values may mean making your values more specific rather than abstract or general. With specific values you can more readily make decisions, evaluate and change your life-style, resolve conflicts, and set goals.

Your teacher will explain the values assessment process to you. In values assessment the concept of "life units" is important as it applies to your values.

Values are not just something you believe or have. They are something you act on. You accomplish or achieve your values by the way you live and spend your life.

Life units represent the "total you" available for investment in your values. The schema below suggests more specifically what the concept of life units might include.

LIFE UNITS

feelings
intelligence
faith
knowledge

physical energy
emotional energy
creativity

action
activity
behaviors
abilities

time
talents
money

Before you begin the values assessment experience, please complete the following sentence stems to indicate what you think your five top values are right now.

1. I value ______________________________
2. I value ______________________________
3. I value ______________________________
4. I value ______________________________
5. I value ______________________________

From James D. McHolland, Human Potential Seminar: Participants' Workbook. pp. 37-38. Reproduced by permission from the Human Potential Seminar Project, 2527 Hastings Avenue, Evanston, IL 60201.

ASSIGNMENT SHEET #3

VALUES ASSESSMENT

The items listed below are representative of the values that may influence people's lives. In this exercise, you will begin to clarify and reality-test your values.

		LIFE Units I Want to Spend	LIFE Units Bid	Top Bid	LIFE Units I DO Spend
1.	Being known as a "real" person	_____	_____	_____	_____
2.	Being an honest person	_____	_____	_____	_____
3.	A meaningful love relationship	_____	_____	_____	_____
4.	Good self-confidence and personal growth	_____	_____	_____	_____
5.	Enjoyment of nature and beauty (in any form)	_____	_____	_____	_____
6.	A life with meaning/purpose; fulfillment	_____	_____	_____	_____
7.	Continuing to learn and gain knowledge	_____	_____	_____	_____
8.	A chance to help the sick and disadvantaged	_____	_____	_____	_____
9.	A physical appearance you can be proud of	_____	_____	_____	_____
10.	Some honest, close friendships	_____	_____	_____	_____
11.	A long and healthy life	_____	_____	_____	_____
12.	A meaningful relationship with God	_____	_____	_____	_____
13.	A good marriage relationship	_____	_____	_____	_____
14.	Satisfaction/success in the career/job of your choice	_____	_____	_____	_____
15.	An equal opportunity for all people	_____	_____	_____	_____
16.	Freedom to live your life as you want	_____	_____	_____	_____
17.	A financially comfortable life	_____	_____	_____	_____

ASSIGNMENT SHEET #3

		LIFE Units I Want to Spend	LIFE Units Bid	Top Bid	LIFE Units I DO Spend
18.	Accomplishing something worthwhile	____	____	____	____
19.	A secure and positive family life	____	____	____	____
20.	An enjoyable, leisurely life	____	____	____	____
21.	Unlimited travel, fine foods, entertainment, recreational and cultural opportunities	____	____	____	____
22.	Being a change agent	____	____	____	____
23.	A beautiful home in the setting of your choice	____	____	____	____
24.	A chance to develop creativity/potential in any area	____	____	____	____
25.	Owning a possession of great value	____	____	____	____

26. Compare the value areas you bought or bid the highest on with those top 5 values you wrote down before we began. Is there any similarity between the two sets of values? If so, where?

____

____

____

____

____

____

Consider the $5000 as representing your life. It is the total amount of time, energy, and strength that you have available for investing in your values. As you budgeted, you were engaged in expressing values. While participating in the auction, your emotions became involved on certain value items (real values). Look and listen to what your feelings and behavior during the auction said about your values.

27. How did you feel during the auction?

____

____

____

ASSIGNMENT SHEET #3

28. How did you feel when engaged in a real contest with someone over the same item?

____

____

____

29. Did you stick closely with the amount budgeted?

____

____

____

30. Did your emotions upset your rational plans and deprive you of other value areas later because your $5000 were gone?

____

____

____

31. Did you consistently stop short of getting a value item you wanted because you were reluctant to take a risk?

____

____

____

32. Did you bid on a bargain and spread yourself so thin that you ran out of resources later on a more valued item?

____

____

____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #4–WHO SHOULD SURVIVE?

PART A

This activity involves a group discussion problem. Form groups to discuss the following problem:

An atomic war has ended. The only human beings alive are ten people in a bomb shelter. It will take six months for the radiation to drop to a safe level. The supplies in the shelter can barely sustain six people for the six months. Only six will survive. You must decide which six people should survive.

The ten people in the bomb shelter are the following:

1. Ivan R., age 60, a history professor
2. Susie S., age 28, a movie star
3. George K., age 40, a police officer
4. Mike M., age 21, an Olympic gold medal winner
5. John P., age 42, a scientist
6. Marie G., age 34, a physician
7. Tim B., age 28, a mechanic
8. Marta B., age 28, the mechanic's pregnant wife
9. Father Jackson, age 36, a priest and civil rights activist
10. Jose M., age 19, a migrant worker

How did your group select the people to survive?

PART B

"I Learned" Statements

Name ______________________
(optional)

Please complete the following statements about the group strategy.

1. I learned that I ____

____

ASSIGNMENT SHEET #4

2. I realized that I ______________________________

____

3. I relearned that I ______________________________

____

4. I noticed that I ______________________________

____

5. I discovered that I ______________________________

____

6. I was surprised that I ______________________________

____

7. I was displeased that I ______________________________

____

8. I was pleased that I ______________________________

____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #5-EVALUATE PERSONAL ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

(NOTE: The more realistic and honest that you can be with yourself in completing Assignment Sheet #5, the more helpful it can be. THERE ARE NO RIGHT OR WRONG ANSWERS!)

	Ability	Degree of Ability		
		Weak	Average	Strong
1.	Physical			
	a. Strength (lifting and lots of walking, stooping, reaching, or moving things)	______	______	______
	b. Coordination	______	______	______
2.	Manual (hand and finger dexterity; good at doing fine things with your hands)	______	______	______
3.	Mechanical (working with tools and mechanical objects; fixing things)	______	______	______
4.	Clerical (speed and accuracy with detail, numbers, names; keeping neat and accurate records)	______	______	______
5.	Executive (leadership)	______	______	______
6.	Social (ability to get along with others)	______	______	______
7.	Musical (dancing, playing a musical instrument)	______	______	______
8.	Artistic (painting, drawing, crafts, sculpting)	______	______	______
9.	Mental			
	a. Verbal-meaning (ability to understand ideas expressed in words)	______	______	______
	b. Spatial (ability to think about objects in two or three dimensions)	______	______	______

Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson. Self-Concept Exploration. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

ASSIGNMENT SHEET #5

Ability	Degree of Ability		
	Weak	Average	Strong
c. Reasoning (ability to solve problems logically)	____	____	____
d. Numerical (ability to work with numbers accurately)	____	____	____
e. Word fluency (ability to write and talk easily)	____	____	____
f. Memory (ability to recall past experiences)	____	____	____

Use the questions listed below to review your evaluation.

1. Which do you see as your strongest areas? Your weakest?

STRENGTHS	WEAKNESSES

2. How might this affect your choice of a vocation?

3. Which abilities haven't you attempted to use?

ASSIGNMENT SHEET #5

4. Which abilities do you think are necessary for a vocation that interests you?

____

____

____

5. Which ability areas would you like to improve?

____

____

____

Self-accepting individuals know their strong points and weak points. If you are like most people, your list of weaknesses is longer than your list of strengths. Your list of weaknesses was also probably easier to write. Self-accepting people recognize their weaknesses but do not dwell upon them. Furthermore, successful people know their strong points and take advantage of them. This means they put their personal strengths to work for themselves!

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #6--EXAMINE JOB INTERESTS

What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Check VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) in the blanks to the left of each job characteristic.

VI	I	UI	VU		
				1.	Ability Utilization: I could do something that makes use of my abilities.
				2.	Achievement: The job could give me a feeling of accomplishment.
				3.	Activity: I could be busy all the time.
				4.	Advancement: The job would provide an opportunity for advancement.
				5.	Authority: I could tell people what to do.
				6.	Company Policies & Practices: The company would carry out its policies fairly.
				7.	Compensation: My pay would compare well with that of other workers.
				8.	Co-workers: It would be easy to make friends with my co-workers.
				9.	Creativity: I could try out some of my own ideas.
				10.	Independence: I could work alone on the job.
				11.	Moral Values: I could do the work without feeling that it is morally wrong.
				12.	Recognition: I could get recognition for the work I do.
				13.	Responsibility: I could make decisions on my own.
				14.	Security: The job would provide for steady employment.
				15.	Social Service: I could do things for other people.
				16.	Social Status: I could be respected in the community.

Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson. Satisfactions and Rewards of Work. A Career Resource Guide. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972.

ASSIGNMENT SHEET #6

VI	I	UI	VU	
				17. Supervision-Human Relations: My boss would back up the employees.
				18. Supervision-Technical: My boss would train employees well.
				19. Variety: I could do something different every day.
				20. Working Conditions: The job would have good working conditions.

ASSIGNMENT SHEET #7--CHART PERSONAL GOALS

Goals are actions we intend to do. There are two kinds of goals according to the time span in which you plan to achieve them. These are short-term and long-term goals.

A short-term goal could be set for a day, a week, or a month. Any objective you can accomplish in a year's time is called a short-term goal. An example of a short-term goal could be to complete this course.

Long-term goals take more time to achieve than short-term goals. Any objective that takes more than a year's time to accomplish is a long-term goal. An example of a long-term goal could be to graduate from a college. Another example could be to become an assistant store manager in five years.

Short-term and long-term goals will help you get ahead in life and in a career.

You can do more and better things when you set goals. No company ever made a profit without goals. Businesses set goals for 5, 10, and even 15 years ahead. Each year and each month businesses set short-term goals to help reach long-term goals. Businesses do not leave the future to chance. Do you?

1. List three things you want to do next week from most important to least important.

   Goal 1: ________________________________

   Goal 2: ________________________________

   Goal 3: ________________________________

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep an hourly log of activities.

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

   ____

   ____

4. Recall the fable "The Tortoise and the Hare." With which of these characters do you identify?

   ____

   ____

5. Chart your goals using the "My Goals" chart included in this assignment sheet.

ASSIGNMENT SHEET #7

MY GOALS

Set your goals. Some of these may be tentative. Some may be definite. Continue to re-evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests and/or Hobbies	Others (home, school, etc.)
Short-Range Goals Today, this week, or this month				
Long-Range Goals Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Set your priorities on short-range goals. Re-evaluate the amount of time you give to your most important goals.

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #8--INVESTIGATE AN OCCUPATION

What questions does a person ask about an occupation or occupational group in which he/she may be interested? Before you start to study and investigate an occupation, you should have an outline of the subjects you wish to explore. A topical outline helps to make a study flow naturally from one topic to another.

Example:
- Definition of the occupation and nature of the work
- Number and distribution of workers
- Qualifications and training
- Methods of entering
- Career advancement
- Employment outlook
- Earnings
- Working conditions
- Social and psychological factors

Use the form on the following pages to report your investigation of an occupation. Major sources of occupational information include counselor; library (school and public); films filmstrips, tapes, and slides; professional, trade, and business associations; labor unions; persons working in the field; employers; government agencies; chambers of commerce.

Definition and Nature of Occupation

____

____

____

____

Number and Distribution of Workers

____

____

____

____

____

____

ASSIGNMENT SHEET #8

Qualifications and Training Needed

(Education, Special Talents, Physical Requirements)

Chances of Getting a Job

ASSIGNMENT SHEET #8

CAREER ADVANCEMENT

EMPLOYMENT OUTLOOK

$ALARY & EXTRA BENEFITS

Work Conditions

ASSIGNMENT SHEET #8

Social and Psychological Factors

Advantages and Disadvantages

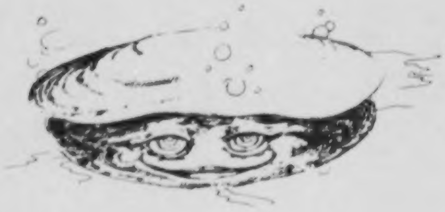
CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #9-EVALUATE AN OCCUPATIONAL SELECTION

Once you have a career path, you can determine if it is, in fact, the right choice for you!

A majority of today's workers just "fell into" the kind of work they do . . . without making any special plans. They took a job because it was "time" to get a job. Planning and careful evaluation can make the difference.

For the next 45 years or so, you'll be spending close to half your waking hours working. Much of the nonworking half will be taken up with spin-off tasks related to your job: getting ready for work, commuting to work, taking lunch breaks at work, or resting up from work.



Consider the oyster. This little shellfish has it made in absolute economic and social security. The oyster has a house--a shell--to protect it from its enemies. When hungry, the oyster simply opens its shell and food rushes in for a tasty treat.

The eagle is something else. This bird sees the blue sky as the limit. The eagle must build its own house, often on the highest mountain crag where storms threaten it every day. For food the eagle flies through miles of rain and snow and wind. This winged creature is short on security but long on freedom.

Which way of living appeals more to you--good security or high risk? Or perhaps you don't think much of either extreme and would prefer something in between the life-styles of the oyster and the eagle. What you prefer is one thing. What you get depends on how wisely you choose a career. That's because the career you pick will be the number one influence on the kind of life you'll have. It's a major factor in determining:

... the kinds of friends you'll have
... how much money you'll make
... how much you'll travel and where
... the type of home you'll be able to afford
... if you'll always be supervised by others or perhaps be your own boss someday

ASSIGNMENT SHEET #9

... what kind of car you'll drive
... how much leisure time you'll have and how you'll spend it
... the sort of person you'll marry
... where in the world you'll live
... whether you'll look forward to steady pay-days or live in fear of lay-offs

Everything you do in the future will revolve around your choice of career. By far, your career is the one most critical decision facing you at this stage in your life!!!

Ask yourself the following questions about the occupation investigated in Assignment Sheet #8.

		Yes	No
1.	Is it CHALLENGING?	☐	☐
2.	Is it INTERESTING and will the interest last over the years?	☐	☐
3.	Can I meet the PHYSICAL and MENTAL STANDARDS of others in this field?	☐	☐
4.	Is the SALARY close to what I need to live comfortably?	☐	☐
5.	Is the work SATISFYING as well as PROFITABLE?	☐	☐
6.	Will the WORKING CONDITIONS be an asset or a liability to my life-style?	☐	☐
7.	Are there related fields where my skills will be VALUABLE, leaving me other OPTIONS?	☐	☐
8.	Will it be PRACTICAL to acquire the necessary CREDENTIALS . . . or am I reaching too far?	☐	☐
9.	Is the occupation EXPANDING--or might it become obsolete in the foreseeable future?	☐	☐

FL - 39-A

CAREER PLANNING
UNIT I

TEST

NAME____________________________________SCORE____________________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. What you think about yourself

_____b. Objective you plan to achieve

_____c. Ability to recognize own values, ambitions, and goals

_____d. Natural tendency, inclination, or ability to do a task or skill; quickness to learn or understand a particular function

_____e. Power to do a task or skill

_____f. Group of similar jobs

_____g. Self-belief that your abilities and feelings are consistent with what you think of yourself; liking yourself

_____h. Something a person enjoys

_____i. Progress of individual toward his/her work; may include variety of jobs/occupations/professions

_____j. Ability to do a job well

_____k. Personal belief that tells a person what is desirable and worthwhile

_____l. Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

_____m. Process through which thoughts and ideas are used and become values or not used and discarded

_____n. Group of similar positions in a work situation

1. Career
2. Job
3. Work
4. Occupation
5. Ability
6. Goal
7. Skill
8. Value
9. Value system
10. Self-image
11. Positive self-image
12. Self-awareness
13. Interest
14. Aptitude

2. Name the three reasons people work.

   a. ____________________

   b. ____________________

   c. ____________________

3. Name three occupational categories.

   a. ____________________

   b. ____________________

   c. ____________________

4. Discuss factors to consider in finding the right job.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

5. Name three factors that affect values.

   a. ____________________

   b. ____________________

   c. ____________________

6. Arrange in order the following steps in the value development process. Place a "I" in front of the first step, a "2" in front of the second, and so on.

   ______a. Try out the idea for awhile

   ______b. Get an idea from people, places, or things

   ______c. Give idea the "time test"

   ______d. Accept idea as a value

   ______e. Determine if idea fits your self-image

7. Discuss development of a positive self-image.

   a. ______________________________

   b. ______________________________

   c. ______________________________

8. Increase self-awareness.

9. Make a plan to overcome fears.

10. Assess personal values.

11. Evaluate personal abilities.

12. Examine job interests.

13. Chart personal goals.

14. Investigate an occupation.

15. Evaluate an occupational selection.

(NOTE: If activities 8-15 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CAREER PLANNING
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (28 points)
   - a. 10
   - b. 6
   - c. 12
   - d. 14
   - e. 5
   - f. 4
   - g. 11
   - h. 13
   - i. 1
   - j. 7
   - k. 8
   - l. 3
   - m. 9
   - n. 2
2. (3 points)
   - a. Economic
   - b. Social
   - c. Psychological

3. (3 points)

Any three of the following:

a. Professional, managerial, and related occupations

b. Sales and service occupations

c. Skilled and manual occupations

d. Government occupations

e. Clerical and related occupations

f. Agricultural occupations

g. Major industry occupations

4. (5 points)

Discussion should include:

a. Develop understanding of self

b. Analyze personal abilities

c. Study future goals

d. Examine interests

e. List basic job skills

f. List specific job skills

g. Analyze the jobs available to find specific skills and rates of accuracy required

h. Match personal skills to those required for specific jobs

i. Write an application letter, prepare a resumé, complete an application form, and write a follow-up letter

5. (3 points)

a. People

b. Places

c. Things

6. (10 points)

   a. 3

   b. 1

   c. 4

   d. 5

   e. 2

7. (5 points)

   Discussion should include:

   a. Accept yourself

   b. Recognize your strengths and weaknesses

   c. Overcome your fears

8. Evaluated to the satisfaction of the instructor (6 points)

9. Evaluated to the satisfaction of the instructor (6 points)

10. Evaluated to the satisfaction of the instructor (13 points)

11. Evaluated to the satisfaction of the instructor (6 points)

12. Evaluated to the satisfaction of the instructor (13 points)

13. Evaluated to the satisfaction of the instructor (6 points)

14. Evaluated to the satisfaction of the instructor (13 points)

15. Evaluated to the satisfaction of the instructor (30 points)

SECURING A JOB
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to locate employment opportunities and practice appropriate "job-getting" skills in order to secure employment. This knowledge will be evidenced by completion of assignment sheets and a unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with securing a job to the correct definitions.
2. Arrange in order steps in a practical job-seeking plan.
3. Name sources for locating employment opportunities.
4. Distinguish between functions of types of employment agencies.
5. Select from a list guidelines for dressing for an interview.
6. Name job-training sources.
7. Complete a sample employment test.
8. Prepare a resumé.
9. Evaluate a cover/application letter.
10. Complete an employment application form.
11. Use telephone to arrange job interview.
12. Participate in a job interview.
13. Evaluate a job offer.
14. Write a follow-up letter.
15. Compare job opportunities.

SECURING A JOB
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite resource person (e.g., business owner, personnel director, superintendent or principal) to discuss "What I look for on application letters, resumés, employment application forms, and follow-up devices" and "How do equal opportunity and affirmative action affect my hiring procedures?"

   F. Invite resource people to stage situations for Assignment Sheets #1 and #6 that will make the learning experience for the students more realistic; follow up with results.

   G. Collect newspaper ad sections for students to use in completing assignment sheets.

   H. Invite representative from employment agency to explain how employment agencies can benefit students in locating employment.

      (NOTE: A representative from state employment service will come to Oklahoma schools without charge. Contact early!)

   I. Obtain actual letters of application and resumés to show students.

   J. Make a display of actual application forms and contracts from employment agencies or resources in local area. If possible, after student has achieved on sample employment application included in unit, have student complete a "real" application form; evaluate for test.

   K. Arrange for video tape during job interview sessions in order for students to evaluate and critique themselves and others.

   L. Arrange for a teletrainer from phone company in your area to facilitate learning process in Assignment Sheet #5.

   M. Compare results on Assignment Sheet #9.

   N. Give test.

   O. Reteach if necessary.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
    1. Assignment Sheet #1--Complete a Sample Employment Test
    2. Assignment Sheet #2--Prepare a Resumé
    3. Assignment Sheet #3--Evaluate a Cover/Application Letter
    4. Assignment Sheet #4--Complete Employment Application Form
    5. Assignment Sheet #5--Use Telephone to Arrange Job Interview
    6. Assignment Sheet #6--Participate in a Job Interview
    7. Assignment Sheet #7--Evaluate a Job Offer
    8. Assignment Sheet #8--Write a Follow-up Letter
    9. Assignment Sheet #9--Compare Job Opportunities
- D. Answers to assignment sheets
- E. Test
- F. Answers to test

III. Unit references:

A. Nelson, Frank. *Distributive Education II: Course of Study*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1976.

B. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core*. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1977.

C. Allen, Cliff. "About Getting a Job" and "After High School--What?" *Practical Family Life*. Greenfield, Mass.: Channing L. Bete, Inc., 1977.

D. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight Publishing Company, 1975.

E. Feingold, S. Norman, and Swerdloff, Sol. *Occupations and Careers*. St. Louis: Webster Division/McGraw-Hill Book Company, 1969.

IV. Additional references:

(NOTE: Only Oklahoma vocational teachers may order films from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma, 74074. Out-of-state teachers may purchase and/or rent materials from the addresses listed.)

A. "Applying for a Job." Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

B. "Getting a Job Is a Job." Available from Dibie-Dash Productions, 4949 Hollywood Boulevard, Suite 217, Hollywood, California 90028.

C. "Your Job: Finding the Right One." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

D. "Your Job: Applying for It." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

E. "I Guess I Got the Job." Available from McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

F. Pamphlets

1. *How to Get and Hold the Right Job.*

2. *How to Prepare Yourself for Job Interviews*

3. *How to "Sell Yourself" to an Employer*

   (NOTE. All the above are available from the nearest state employment service office.)

4. *Appointment with Tomorrow.* Available from Vaseco Inc., 2301 Classen Boulevard, P.O. Box 60274, Oklahoma City, Oklahoma 73106.

5. *How Not to Blow a Job Interview.* Pamphlet available free from Army Reserve Recruiter.

G. Threadgill, Peggy, and Helsel, Bob. *Critical Steps of Job Interviewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

SECURING A JOB
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Interview—Meeting of employer and job applicant for purpose of evaluation and questioning

B. Resumé—Written statement or summary of information about an individual that would be of interest to a prospective employer; may also be referred to as *personal data sheet*

C. Blind ad—Classified advertising that does not identify the advertiser

(NOTE: Applicant is asked to send a letter of application and resumé to a post office box number or to call a certain number.)

Example:

SECRETARY

Insurance agency needs person experienced in commercial insurance. 5-day work week. Salary $875 plus fringe benefits. Free parking. Send resume to P.O. Box D 493 Oklahoman and Times

D. Help wanted ad—Classified advertisement telling what kind of job is available and what the qualifications are

Example:

HOUSEKEEPING

Linen room, am shift, must be dependable, ability to sew. Personnel Dept. Deaconess Hospital 5501 N. Portland

Wanted someone to live in and care for a partially disabled gentleman. Call 789-0342

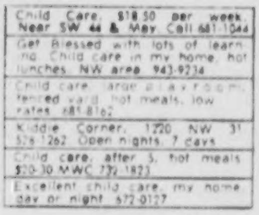
Child care needed after schl in my home. Trans, 5 days, ref. Call before 6pm, 840-2706

Babysitter needed, the Village, for 2 children from 3 30 to 6 10 Mon - Fri., call 848-6596

INFORMATION SHEET

E. Employment/situation-wanted ad--Classified advertisement placed by individuals seeking employment and telling what their qualifications are

Example:



Child Care, $18.50 per week. Near SW 44 & May. Call 681-1044

Get Blessed with lots of learning. Child care in my home, hot lunches. NW area. 943-9234

Child care, large playroom, fenced yard, hot meals, low rates. 681-8162

Kiddie Corner, 1220 NW 31. 528-1262. Open nights, 7 days

Child care, after 5, hot meals. $20-30 MWC 732-1823

Excellent child care, my home, day or night. 672-0127

F. Employment agency--Business that is designed to help individuals find employment

G. Union--Organization designed to assist and protect welfare of members

H. Apprenticeship--Program that provides on-the-job skill training in combination with classroom instruction

I. Union/hiring hall--Union-maintained office where members can find out about possible job openings

J. Application form--Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

II. Steps in a practical job-seeking plan

A. Write out a complete self-inventory

(NOTE: Consider your abilities, experiences, personality, working conditions, and wants! You may decide that you aren't ready for the job you want. Do you need more schooling, military service for maturity, lesser jobs first for experience?)

B. Write out a list of employer possibilities

C. Write out a list of possible "contacts" to help you in your search

INFORMATION SHEET

D. Prepare for the job interview (Assignment Sheets #1, #2, #3, #4, #5, and #6)

(NOTE: Decide on the method of seeking the job interview. Would the telephone or a letter be best? Will you need a resume? Decide on follow-up method if interview isn't decisive.)

E. Estimate salary

(NOTE: Get an idea of pay range from newspaper. Age and experience are factors in determining starting pay. Imagine yourself hiring you! What do you have to sell and of what value is it to a prospective employer.)

III. Sources for locating employment opportunities

A. People

(NOTE: TELL PEOPLE THAT YOU ARE JOB-HUNTING!!! The more people aware that you are interested in obtaining a job, the better chance you have in locating employment.)

Examples: Teachers, counselors, religious leaders, friends, relatives, neighbors, acquaintances, political officials, business people, and people employed in the type of work you want

B. Newspapers

(NOTE: Use situations-wanted columns, help wanted ads, general listings by employment agencies, and blind ads.)

C. Employment agencies

D. Former employers

(NOTE: Ask for a letter of recommendation for references to other business people.)

E. Window signs

F. Employment offices of private business firms

G. Unions

(NOTE: Visit hiring hall and learn about apprenticeship programs!)

H. School placement services

INFORMATION SHEET

IV. Functions of types of employment agencies

  A. Private

    1. Charges a placement fee for services

    (NOTE. Fee-paid jobs mean employer pays placement fee.)

    2. Collects fee when employment is secured

    3. Requests contract between you and the agency

    4. Is controlled by state laws

  B. Public

    1. Does not charge placement fee for services

    2. Is supported by state or federal government funds

  C. School placement office

    1. Works in community from school office to assist in job placement

    2. Does not charge a placement fee for services

  (NOTE: Ask your teacher or counselor if your school provides this service to students.)

V. Guidelines for dressing for an interview

  A. Job-related guidelines

    1. Kind of job

    (NOTE You might dress differently to interview for an inside job than you would for an outside job. A "rule of thumb" for any job interview is to dress better for the interview than you would for a day on the job.)

    2. Salary range

  B. Personal guidelines

    1. Coordinate clothing

    (NOTE: Consider colors, patterns, fabrics, and suitable styles for shape of face and body structure.)

INFORMATION SHEET

2. Be conservative

   (NOTE: In most cases, avoid high-fashion items and fads!)

   Examples: Simple jewelry, natural looking make-up, avoid strong colognes or aftershaves, avoid wearing sun glasses during the interview

3. Be modest and well-groomed

VI. Job-training sources

   A. On-the-job training

   B. High school equivalency certificate

   Example: GED

   C. Extension courses

   D. Correspondence and TV courses

   E. Community and junior colleges

   F. Vocational schools

   G. Specialized military training

   H. Special schools

   Examples: Secretarial, computer, auctioneering, practical nursing

   I. Apprenticeship program

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #1--COMPLETE SAMPLE EMPLOYMENT TEST

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills, proofreading, psychological items.

In order for you to do well on such a test, there are some "hints" included below.

Take a few deep breaths before beginning the test. Follow directions, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand, ask before the test begins. Go through the test in order marking answers carefully. Do not spend a lot of time on one question. Recheck answers if you finish early.

(NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft and let the tester know if you cannot hear directions.)

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Directions: Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal
   b. Propossal
   c. Proposal
   d. Propossal
   e. None of these
2. a. Bookeeping
   b. Bookepping
   c. Bookkeping
   d. Bookkeeping
   e. None of these

ASSIGNMENT SHEET #1

3. a. Iteniary
   b. Ininerary
   c. Inenerary
   d. Itenirary
   e. None of these
4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these
5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

Directions: In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.

7. It will not (affect, effect) you.

8. He is (confidant, confident) that you will enjoy the play.

9. I would (advice, advise) her to stay in London another week.

10. She did not (accept, except) his excuse.

Directions: Punctuate the following sentences correctly.

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store

12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

13. The meeting is now scheduled for December 12 1972

ASSIGNMENT SHEET #1

14. Our district manager Mr Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

Directions: Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. 0.95

    d. 732

    e. 0.05

17. Subtract: 150.07 - 2.3 =

    a. 147.77

    b. 148.04

    c. 149.84

    d. 157.77

    e. None of these

18. Find: 6% of $379.20 =

    a. $22.74

    b. $22.75

    c. $227.42

    d. $227.52

    e. None of these

ASSIGNMENT SHEET #1

19. What number is missing from the series?

67 59 51 43 __ 27

a. 38

b. 37

c. 34

d. 35

e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

a. 3

b. 1 1/2

c. 2

d. 4

e. None of these

Directions: Write the following amounts in words.

21. $273.75 ____

22. 61 1/3 ____

23. 90 10/16 ____

24. 100% ____

25. $6,372.15 ____

Directions: Below are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

Example:
A. A. Glensen - A. H. Glensen S [✓ D]
Martin Matthews - Marlin Matthews S [✓ D]
Newton Domestics - Newton Domestics [✓ S] D

26. Gurney Bascombe - Garney Bascombe S D

27. Robert's Florals - Roberta's Florals S D

28. M. N. Wojciechowsi - M. N. Wojciechowski S D

29. Paul J. Siegelman - Paul J. Siegelman S D

ASSIGNMENT SHEET #1

30.	Williams, Owens, & Scott - Williams, Owens, & Scott	S	D
31.	Liebster & Liebsten - Liebsten & Liebsten	S	D
32.	Groves & Oppenhiemer - Groves & Oppenheimer	S	D
33.	A376-5972147 - A367-59772147	S	D
34.	AV-372249576 - AV-3724295676	S	D
35.	P. F. DeSimone - F. P. DeSimone	S	D

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36-50 In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling.

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala
    b. Anita Dubcheick
    c. Martha Carter
    d. Carol Eisler
    e. Carl Schwartz

52. a. Top Quality Motel
    b. The 201 Cleaners
    c. T. A. Tremont
    d. Wilkins Market
    e. The Victory Corp.

ASSIGNMENT SHEET #1

53. a. S. James Santos
    b. San Francisco Tools, Inc.
    c. S. A. Sampler
    d. Sands Aircraft Co.
    e. San Diego Suppliers

54. a. Elizabeth Barnes
    b. Allen E. Bates
    c. Anna Benson
    d. AA Products
    e. Andrew Jamisen

55. a. P. C. Payton
    b. The Kline Corp.
    c. T. G. Products, Inc.
    d. Lawson's Hotel
    e. Alice Payne

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #2--PREPARE A RESUMÉ

Your resumé represents YOU on paper. This first impression may lead you to an interview . . . or to the infamous "circular file" (wastebasket). You may not get a second chance. A GOOD RESUMÉ SHOULD IMMEDIATELY GIVE PROSPECTIVE EMPLOYERS A BRIEF SUMMARY OF YOUR ACCOMPLISHMENTS, EDUCATIONAL BACKGROUND, WORK EXPERIENCE, SKILLS, AND JOB OBJECTIVE. In short, what you can do for them!!!

Write a resumé to be included with your letter of application. This resume can also be used if you find yourself "pounding the pavement." Many people find it profitable to "pound the pavement," which means to go from business to business leaving a resumé and inquiring about possible job positions.

1. Inspect several resumé formats and choose one that best fits your needs or use the example on the following page as a guide.

2. Type your resumé on 8 1/2 x 11 inch white paper. Try not to exceed one page, but attempt to fill the page!

3. Use parallel construction to insure a consistent writing style.

4. Phrase concisely but avoid using abbreviations.

5. Spell correctly. Many employers will not consider persons who have resumés that include misspelled words.

6. Put your name prominently at the top in the center or upper right-hand corner. Beneath name, give full street address, city, state, and zip code, telephone number with area code, and a number where messages can be accepted.

   (NOTE: If you are applying for jobs out of town, leave space to type local phone number, address, and dates available.)

7. Do not include birthplace, age, health, height, weight, sex, marital status, photo, salary, or reasons for leaving job. Avoid religious and political affiliations.

   (NOTE: The whole point of the resumé is to get employers interested to meet you in person. The above information may or may not come out in the interview. However, by not including this information there is little or no chance for discrimination on any basis.)

8. Describe your job objective or career goal briefly. Don't restrict yourself to a specific job unless you are experienced.

ASSIGNMENT SHEET #2

9. Describe your educational background, giving dates of enrollment, diploma or degrees received, and names of schools attended. Include grade average (if favorable) and major course of study. If you include school grades, be sure they are related to the jobs you have in mind.

   (NOTE: Applicants with less than one year of work experience should list education before work experience; with more than one year, put experience first. IN RESUMÉ WRITING, ACCENTUATE THE POSITIVE, ELIMINATE THE NEGATIVE. If pertinent, mention additional or graduate courses, scholarships, summer school.)

10. List your past employment, starting with the most recent job. Carefully examine all your jobs-including extracurricular activities. CONCENTRATE ON THE SKILLS: DON'T CATEGORIZE "summer jobs."

    (NOTE: The list should include the name of the company, your job title, and your major duties. The starting and termination dates for each job should be listed. Most employers ask during interviews why you left previous jobs. Try to be positive in stating your reasons for leaving a former job. Do not downgrade your previous employers.)

11. List skills useful to the job. Remember, you have to prove your value to the company, especially if you have little experience.

    (NOTE: Use active verbs to indicate the specific tasks you performed, e.g., initiated, directed, planned.)

    Examples: Type 50 words per minute

    Use cash register

12. Include the following information if it is relevant and if there is enough space: hobbies and interests, extracurricular activities, clubs, honors you have received

13. Ask at least three persons for recommendations; ask yourself the kind of recommendation they will give you.

    Examples: Business references, teachers, character references

    (NOTE: Avoid listing relatives unless you have actually worked for them on a salary basis. Include some method for prospective employer to acquire references.)

14. Write confidential at the top of the resumé and letter to alert the reader that you don't want your current employer to know you are looking for employment.

    (NOTE: Try to give a telephone number where you can receive confidential calls.)

ASSIGNMENT SHEET #2

15. Have local printer retype your resumé and reproduce several copies. Request white bond paper.

    (NOTE: Your resumé's physical appearance is VERY IMPORTANT. Avoid using ditto or carbon copies. Be sure to proofread the printer's work. Always bring extra copies to interview.)

ASSIGNMENT SHEET #2

CONFIDENTIAL

Terry McKracken

Address

Present	Permanent
(Note: You may ask printer to leave space below for you to fill in address, if you are moving.)	
381 South 83rd Street Yourtown, Yourstate 311-7779	Route #3 Anytown, Anystate 391-235-4433

Job Objective
Career in the field of industrial sewing, clothing alterations, or clothing production for individual customers

Education
Anytown High School, Anytown, Anystate 1975-1979

Progress Vo-Tech, Progressville, Yourstate 1979
Certificate: Sewn Products, one semester
Grade average: 3.5 on a 4.0 scale

Work Experience
Murray's Fabric Store, Progressville, Yourstate. May 1978 to present. Employed as alteration assistant. Duties include recording customer orders, fitting garments to customers, altering ready-made clothing, planning displays, and operating cash register

Hot Hamburger Restaurant, Anytown, Anystate. September 1975 through May 1977. Employed as food handler. Duties included dressing and wrapping hamburgers, recording customer orders, operating cash register and maintaining sanitation

Saint John's Church, Anytown, Anystate. Organist. Activities included planning weekly church music schedule, performing at Sunday church service, weddings, and funerals

Special Skills
Operating industrial sewing machine, operating cash register, proofreading, working with children, illustrating

School Activities
High school band, journalism club, secretary of 12th grade, volleyball team

References
References will be furnished upon request.

(NOTE: For this type of reference procedure be sure to have a completed list of names, addresses, and phone numbers of references in advance of interview.)

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #3--EVALUATE A COVER/APPLICATION LETTER

The cover/application letter is a sales technique to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the resumé gives general background information.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Write a cover/application letter to accompany the resumé you prepared in Assignment Sheet #2. Use the following information and the sample letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

1. Form and appearance
    a. Type or write neatly
    b. Write on only one side of paper
    c. Avoid smudges and typographical errors
    d. Use 8 1/2" x 11" white bond paper, not personal or fancy paper
    e. Spell, capitalize, and punctuate correctly
    f. Put employer's full name, title, and address
    g. Include your full name and address with zip code on the letter
    h. Retain a copy
2. Information
    a. Write to a specific person

       (NOTE: Find out the name of the executive/personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use *To Whom It May Concern* if answering a blind ad.)
    b. Be brief; do not repeat information in the resumé
        1) State the position for which you are applying
        2) Avoid needless details
        3) Cover all points requested in the advertisement in exactly the order in which they are asked

           (NOTE: Some prospective employers make it a point of testing the applicant's ability to follow directions.)

ASSIGNMENT SHEET #3

c. State reason for interest in job

(NOTE: Employers look for people who look for future advancement opportunities rather than just a paycheck.)

d. Refer briefly to the main points in the attached resume

e. Mention that persons listed on the resume have given their permission to serve as references

f. Request interview at employer's convenience

1) Tell where you can be reached

2) Enclose self-addressed envelope and resume

3) Say you will phone next week

3. Be original in your approach--Attract attention in opening paragraph

Examples:

Dear Employer:

My experience in lawn management would be of interest to you.

Dear Employer:

Have you wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

Dear Employer:

(Teacher) has informed me that you are in need of a person who can take dictation and type quickly and without error. I believe that my experience and training in Cooperative Office Education has taught me to handle these tasks in an efficient and pleasant manner.

4. End the letter properly

(NOTE: *Sincerely yours* or *Very truly yours* is appropriate.)

5. Use permanent address for the return address and make sure to include the current date

6. Staple letter to resume as it may be circulated to several departments and otherwise become detached

ASSIGNMENT SHEET #3

7. Follow up and phone for an appointment a week later

   (NOTE: Don't be surprised if the resume has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Be persistant until you reach the right person and ask for a convenient date to set up an interview.)

8. Keep in touch regarding possible openings now and in the future

   (NOTE: The "job hunt" may take several weeks or even months! It's important to keep your contacts alive without being a nuisance!!!)

9. Are you satisfied with your letter?

THERE IS NO "BEST TIME" TO LOOK FOR A JOB. THE "BEST TIME" IS WHEN YOU AND THE JOBS ARE AVAILABLE.

ASSIGNMENT SHEET #3
SAMPLE LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1977

J. P. Public, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Public:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I completed the 12th grade in Somewhere High School where I received my diploma. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the occupational child care program, I received work experience with Ms. Jane Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

C. L. Jones

C. L. Jones

Enclosure

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #4--COMPLETE EMPLOYMENT APPLICATION FORM

Complete the following application form using the guidelines below. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your resumé.

(NOTE: Although each business uses its own form, general rules of preparation apply to any form.)

1. Be prepared
   a. Take pen and pencil with you
   b. Take copies of resumé
2. Look over entire form before starting to write; do not hurry
3. Follow directions
   a. Note whether information is to be printed or handwritten
   b. Carry out all directions
4. Write clearly, neatly, and legibly
5. Answer briefly
6. Be honest
7. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)
8. Include complete information; use resumé
9. Recheck application when finished
10. Avoid cross-outs and obvious erasure marks
11. Do not list any restrictions to the geographic area in which you would work unless you absolutely will not consider other geographic areas
12. Use the word *open* for questions about minimum salary since most employers pay standardized rates and will not negotiate on this

FL - 75-A

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN: OR PHYSICAL DEFECTS"

APPLICATION FOR EMPLOYMENT

LAST

FIRST

MIDDLE

PERSONAL INFORMATION

DATE

NAME
LAST FIRST MIDDLE

PRESENT ADDRESS
STREET CITY STATE ZIP

PERMANENT ADDRESS
STREET CITY STATE ZIP

PHONE NO. SOCIAL SECURITY NUMBER

REFERRED BY

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

76-A

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #5--USE TELEPHONE TO ARRANGE JOB INTERVIEW

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

1. Steps in making an appointment by phone
    a. Plan what you are going to say before you call
    b. State your name and reason for calling

       Example: "Hello, this is Terry Jamison and I'm calling about your ad in last night's paper for a salesperson. May I have an appointment for an interview?"
    c. Ask when would be the best time for you to come for the interview
    d. Record the day, time, and place of the interview
    e. Thank the receptionist for the help
2. Things to remember when calling for an appointment
    a. Keep the receptionist on your side; the receptionist is there to help you

       (NOTE: The receptionist is sometimes asked to evaluate the applicant.)
    b. Do not ask over the phone how much the job pays
    c. Be polite and courteous

       (NOTE: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.)
3. Role-play a situation where you make an appointment by phone using the checklist on the following page

ASSIGNMENT SHEET #5

		YES	NO
a.	Was prepared before calling		
b.	Did not have to stammer to find the right words		
c.	Identified self immediately		
d.	Stated reasons for calling immediately		
e.	Asked the best time for an appointment with the employer		
f.	Was courteous and friendly		
g.	Thanked the receptionist		
h.	Made record of the interview date, hour, and place		

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #6-PARTICIPATE IN A JOB INTERVIEW

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have or for the one for which you write the letter of application. Let your other classmates evaluate your performance using the job interview evaluation form below. Role-play a job interview or use the sample interview. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

	YES	NO
Preparing for the Interview		
1. Were you clean, well-groomed, and neat?		
2. Did you wear appropriate clothes and shoes for the type of job for which you were applying?		
3. Did you take an ink pen and resumé with the information you may need about social security number, references, addresses, dates employed, and dates attended school?		
4. Did you go alone, not taking parents, children, spouse, or friends with you?		
5. Were you on time for the interview?		
6. Did you know the name and title of the interviewer?		
7. Did you know pertinent facts about the company, such as name; kind of business; products and services; reasons you want to work there; how old the company is; and where the plants, offices, or stores are located?		
8. Were you prepared with appropriate questions? Examples. How many other people do this job? Who will be my supervisor? Are there job improvement opportunities?		

ASSIGNMENT SHEET #6

	YES	NO
9. When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently?		
Participating in the Interview 10. Did you enter with poise and greet the interviewer by name?		
11. Did you shake hands firmly if the interviewer offered his/her hand?		
12. Did you introduce yourself and state the purpose of the call?		
13. Did you seat yourself only at the interviewer's invitation?		
14. Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
15. Did you not place personal things on interviewer's desk, smoke, or chew gum?		
16. Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.)		
17. Were you confident and courteous?		
18. Did you answer questions clearly and not interrupt?		
Anticipating Employer's Questions and Volunteering Proper Information 19. Did you avoid giving all "yes" and "no" answers?		
20. Did you avoid criticisms of former employees or competitors?		

ASSIGNMENT SHEET #6

		YES	NO
21.	Did you avoid talking about personal problems? (NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		
22.	Did you show copies of your work if applicable?		
23.	Did you state that you are willing to start at the beginning salary?		
24.	Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."		
25.	Did you try to mention your best qualities in relation to something concrete? Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead"		
26.	Did you give the lead back to the interviewer if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me"?		
27.	Were you prepared for personal questions about your home life and your parents' occupations?		
28.	Were you prepared to respond to questions concerning politics, religion, or economics?		
29.	Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? Example: A position in sales or training program that will eventually lead to a marketing or management position. No locational preference		

ASSIGNMENT SHEET #6

		YES	NO
30.	Did you look directly at the interviewer, smile, use correct English, and speak in clear moderate tones? (NOTE: Avoid swearing or using slang terms.)		
31.	Did you show an interest in the company/job by asking questions?		
32.	Did you really try to sell yourself? (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)		
33.	Did you give the interviewer the opportunity to mention salary and fringe benefits? (NOTE: If the interviewer failed to supply this information, ask about the company's policies regarding salary/fringe benefits.)		
34.	Did you remind the interviewer of the conversation topic if interrupted by a telephone call?		
Closing the Interview			
35.	Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?		
36.	Did you ask, "May I say one thing more?" or "Would you be interested in . . .?" if the interview seemed to be ending before all important selling points had been made?		
37.	Did you thank the interviewer for the time and leave promptly?		
Following up the Interview			
38.	Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?		

(NOTE: EVEN IF THE INTERVIEWER DOES NOT OFFER THE POSITION, YOU SHOULD LEARN FROM EVERY SITUATION AND TRY TO IMPROVE YOUR INTERVIEWING TECHNIQUES.)

ASSIGNMENT SHEET #6

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones with his hand extended to shake hands.) Hello, Ms. Jones. I'm Joe Hunter and am applying for the job which you advertised in Friday's *Daily Blunder*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resumé which may be helpful to you. (Hands Ms. Jones the resumé and sits down.)

I This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Anytown High School where I'm enrolled in cooperative vocational education. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes. I am working as a courtesy clerk for Marty's Meat Market. I am responsible for keeping the checkout area clean and well-stocked with sacks as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the meat market?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the meat market?

A A friend of mine who used to work there recommended me as his replacement.

ASSIGNMENT SHEET #6

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, Ms. Jones.

I Have you ever had any difficulty with the police other than a traffic violation?

A No.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #7--EVALUATE A JOB OFFER

Imagine . . . your first job interview is minutes away. Countdown 5-4-3-2-1!

You enter the employer's office . . . Questions . . . Answers . . . You continue to feel nervous inside but appear cool outside . . . Questions . . . More Answers . . . The employer offers you the job!

Grab it? What a relief--no more job interviews! WAIT!!! Instead of saying yes or no on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Avoid getting stuck with a job that's wrong for you by using the checklist to evaluate the job offer!

THE JOB . . .

☐ Do I clearly understand the nature of the work and is it what I want to do? Is there a written job description? Are my responsibilities reflected in the job title?

☐ If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

☐ Is the background I'm building so narrow that I will have difficulty transferring it to another employer?

☐ Will I be able to make any decisions affecting my work? Do I care?

☐ Will I need more training and will the company pay for it?

☐ Will overtime be necessary or available?

☐ Will I be able to leave all thought of the job behind at day's end? If not, do I care?

☐ Will I travel or relocate?

☐ Will I be proud to tell my friends what I do?

☐ Is the job permanent or temporary?

☐ If permanent, is there reasonable job security?

☐ Does this job require union membership?

ASSIGNMENT SHEET #7

THE COMPANY . . .

☐ Is the firm too large and heavy with rules for my personality?

☐ Is the firm too small to offer room for advancement or impressive credentials for a future resumé?

☐ Does the firm have a healthy financial position and is it a growing organization?

☐ Is there a high turnover of personnel, and if so, why?

☐ Does the firm promote from within the ranks or turn to outsiders to fill supervisory jobs?

☐ Have I met the person who would be my immediate supervisor?

☐ Does the supervisor seem like the sort of person with whom I could get along?

☐ Do co-workers appear to be my kind of people?

☐ Is the company's location convenient?

☐ Is the physical setting okay (adequate light, ventilation, cleanliness)?

☐ What is the firm's reputation for fair treatment of employees?

☐ Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

FINANCIAL REWARDS . . .

☐ Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

☐ What is the method of payment--salary, hourly wage, commission, wage and tips, by the piece, fee?

☐ Are raises based on merit, length of service, formal exams?

☐ Does the company offer profit sharing to employees?

☐ What fringe benefits are given--health insurance, free parking, discount privileges, and others?

WHEN TO SAY NO . . . Should you always turn down an offer that doesn't measure up?

ASSIGNMENT SHEET #7

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

On the other hand, it could be best to refuse the offer.

Adapted from "If Things Don't Shape Up, I May Not Take the Job," Career World, February, 1977.

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #8--WRITE A FOLLOW-UP LETTER

1. Write a follow-up letter thanking the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page.

2. Make sure your letter meets the following standards.

    a. Typed or written perfectly

    b. Clean, neat, and attractively arranged on the paper

    c. Free from spelling, punctuation, and grammatical errors

    d. Sent within a day or two after the interview

3. Include the following points in your follow-up letter.

    a. Expression of appreciation for interviewer's time and interest

    b. Summary of your qualifications and interest in that position

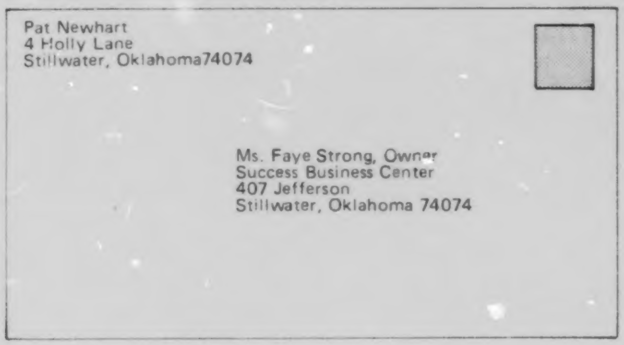
    c. Your name, address, and phone number (to make it easier for your employer to contact you)

4. Make this last bid for the job a prime example of your excellent work habits. Make the letter clean, neat, and well-worded.

5. Address a legal sized envelope (Figure 1)

    (NOTE: Be sure and type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1



Pat Newhart
4 Holly Lane
Stillwater, Oklahoma74074

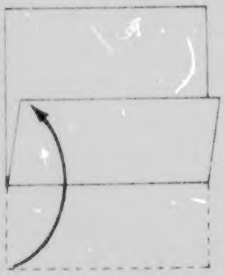
Ms. Faye Strong, Owner
Success Business Center
407 Jefferson
Stillwater, Oklahoma 74074

ASSIGNMENT SHEET #8

6. Fold letter

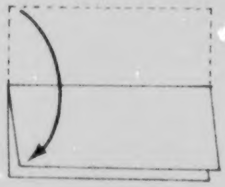
   a. Fold slightly less than one-third of the letter toward the top (Figure 2)

FIGURE 2



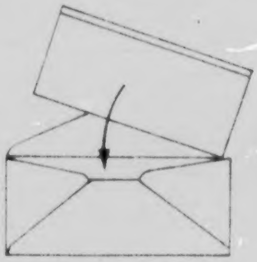
   b. Fold down the top of the letter to within 1 cm (1/2") of the bottom fold (Figure 3)

FIGURE 3



7. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

FIGURE 4



ASSIGNMENT SHEET #8

SAMPLE FOLLOW-UP LETTER

1 Holly Lane
Stillwater, Oklahoma 74074
June 19, 19___

Ms. Faye Strong, Owner
Success Business Center
407 Jefferson
Stillwater, Oklahoma 74074

Dear Ms. Strong:

Thank you for interviewing me for the sales position in your business center. I feel that working for Success Business Center would be enjoyable and that I am able to do the work. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

SECURING A JOB
UNIT II

ASSIGNMENT SHEET #9--COMPARE JOB OPPORTUNITIES

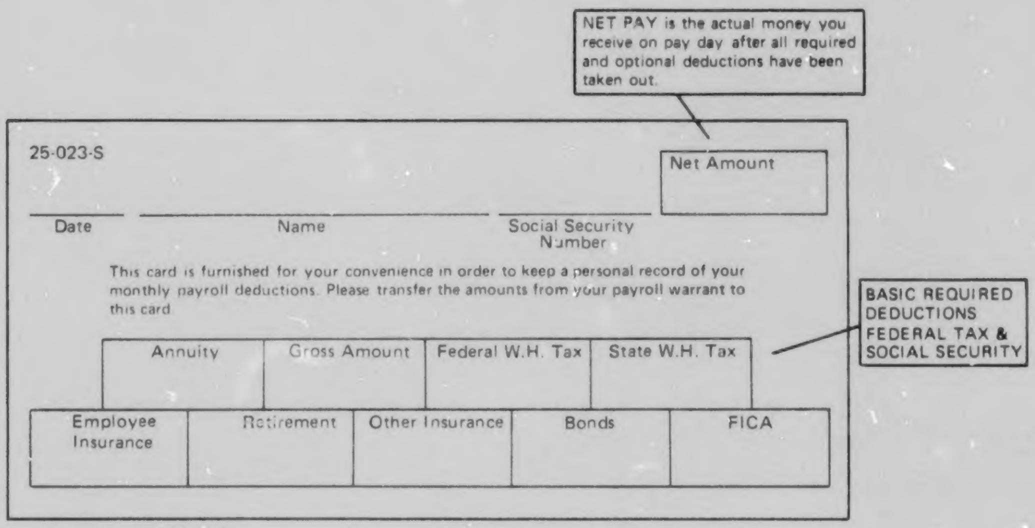
When you are offered a job or are changing jobs there are many factors to weigh before taking the position. Some of these include:

- What is your take-home pay?
- What are the benefits which accompany the job?
- How much will it cost to actually be at work each day?
- Would the job be satisfying to you?
- How would the job meet your needs and aspirations?

WHAT'S MY TAKE-HOME PAY?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on pay day.



NET PAY is the actual money you receive on pay day after all required and optional deductions have been taken out.

25-023-S

Net Amount

Date

Name

Social Security Number

This card is furnished for your convenience in order to keep a personal record of your monthly payroll deductions. Please transfer the amounts from your payroll warrant to this card.

Annuity	Gross Amount	Federal W.H. Tax	State W.H. Tax

Employee Insurance	Retirement	Other Insurance	Bonds	FICA

BASIC REQUIRED DEDUCTIONS FEDERAL TAX & SOCIAL SECURITY

ASSIGNMENT SHEET #9

WHAT OTHER BENEFITS DO I GET FROM THIS JOB?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position ask about:

- Employer's contributions for your protection which may include:
    - Health insurance
    - Profit sharing
    - Unemployment compensation
    - Clothing and safety garments
    - Medical facilities and health tests
    - Pensions
    - Travel insurance (covering mishaps when traveling on business)
    - Education programs or reimbursement for courses related to job
- Sick leave with pay
- Paid vacations and holidays
- Discount privileges, such as discounts on merchandise or services related to the job

WHAT WILL IT COST TO WORK AT THIS JOB?

Frequently we often overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for:

Transportation (parking, bus fares) $______

Lunches (or cost of food eaten away from home, including soft drinks and coffee) $______

Clothing (including cleaning) $______

Child care for working parent $______

Gifts for other employees $______

Special materials, uniforms, or equipment for the job $______
$______

Other $______

TOTAL: $______

ASSIGNMENT SHEET #9

WHAT'S IMPORTANT TO ME IN A JOB?

Take-home pay and benefits may be only part of what you want from a job. Think through what other things you consider important in a job.

What are some of the most rewarding things you've felt about any job you've ever held?

1. ____
2. ____
3. ____

How might you rate these in order of what's important to you?

_____ Job security (little chance you'll be released from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Other, such as ______________________________

ASSIGNMENT SHEET #9

ARE YOU READY TO DECIDE???

Take all the information you have gathered and summarize it below to reach a decision about whether you want the job or not.

1. Would the job be satisfying to you? Why/why not?

   ____

   ____

   ____

2. What are the benefits which accompany the job?

   ____

   ____

   ____

3. How much will it cost to actually be at work each day?

   ____

   ____

   ____

4. How would the job meet your needs and aspirations?

   ____

   ____

   ____

5. I estimate my take-home pay to be $__________.
6. I estimate my expenses related to working to be $__________.
7. I would most enjoy ____

   ____

   ____

   about this job.

8. I estimate my job benefits to be worth $__________.

SECURING A JOB
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. c. (circled)
2. d. (circled)
3. e. (circled)
4. b. (circled)
5. b. (circled)
6. have (circled)
7. affect (circled)
8. confident (circled)
9. advise (circled)
10. accept (circled)
11. The reference book Charm and Poise for Getting Ahead is now available at Martin's Book Store.
12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1972.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. e. (circled)
17. a. (circled)
18. b. (circled)
19. d. (circled)
20. c. (circled)

21. Two hundred seventy-three dollars and seventy-five cents

22. Sixty-one and one-third

23. Ninety and ten-sixteenths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. S

30. S

31. D

32. D

33. D

34. D

35. D

36-50 In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tilting can can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. c. (circled)

52. a. (circled)

53. c. (circled)

54. d. (circled)

55. b. (circled)

SECURING A JOB
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Classified advertising that does not identify the advertiser

_____b. Organization designed to assist and protect welfare of members

_____c. Meeting of employer and job applicant for purpose of evaluation and questioning

_____d. Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

_____e. Program that provides on-the-job skill training in combination with classroom instruction

_____f. Written statement or summary of information about an individual that would be of interest to a prospective employer; may also be referred to as *personal data sheet*

_____g. Classified advertisement placed by individuals seeking employment and telling what their qualifications are

_____h. Union-maintained office where members can find out about possible job openings

_____i. Business that is designed to help individuals find employment

_____j. Classified advertisement telling what kind of job is available and what the qualifications are

1. Interview
2. Resumé
3. Blind ad
4. Help-wanted ad
5. Employment/situation-wanted ad
6. Employment agency
7. Union
8. Apprenticeship
9. Union/hiring hall
10. Application form

2. Arrange in order the following steps in a practical job-seeking plan. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Prepare for the job interview

______b. Write out a list of possible "contacts" to help you in your search

______c. Write out a complete self-inventory

______d. Estimate salary

______e. Write out a list of employer possibilities

3. Name four sources for locating employment opportunities.

a. ____

b. ____

c. ____

d. ____

4. Distinguish between functions of types of employment agencies. Place a "Pr" for private employment agencies, "Pub" for public agencies, and "Sch" for school agencies. A blank may have more than one correct answer.

______a. Is controlled by state laws

______b. Is supported by state or federal government funds

______c. Requests contract between you and the agency

______d. Collects fee when employment is secured

______e. Works in community from school office to assist in job placement

______f. Does not charge placement fee for services

______g. Charges a placement fee for services

5. Select from the list below guidelines for dressing for an interview. Place an "X" in the appropriate blanks.

   _____a. Kind of job

   _____b. Salary range

   _____c. What employer is wearing on the job

   _____d. Age of the interviewer

   _____e. Age of the interviewee

   _____f. Try to be sexy

   _____g. Wear highly fashionable clothing

   _____h. Be modest and well-groomed

6. Name four job-training sources.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

7. Complete a sample employment test.

8. Prepare a resumé.

9. Write a cover/application letter.

10. Complete an employment application form.

11. Use telephone to arrange job interview.

12. Participate in a job interview.

13. Evaluate a job offer.

14. Write a follow-up letter.

15. Compare job opportunities.

(NOTE: If activities 7-15 have not been accomplished prior to the test, ask the instructor when they should be completed.)

SECURING A JOB
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (20 points)
   a. 3
   b. 7
   c. 1
   d. 10
   e. 8
   f. 2
   g. 5
   h. 9
   i. 6
   j. 4
2. (10 points)
   a. 4
   b. 3
   c. 1
   d. 5
   e. 2
3. (4 points)

   Any four of the following:

   a. People
   b. Newspapers
   c. Employment agencies

- d. Former employers
- e. Window signs
- f. Employment offices of private business firms
- g. Unions
- h. School placement services

4. (14 points)
   - a. Pr
   - b. Pub
   - c. Pr
   - d. Pr
   - e. Sch
   - f. Pub, Sch
   - g. Pr
5. (16 points)

   a, b, h
6. (4 points)

   Any four of the following:
   - a. On-the-job training
   - b. High school equivalency certificate
   - c. Extension courses
   - d. Correspondence and TV courses
   - e. Community and junior colleges
   - f. Vocational schools
   - g. Specialized military training
   - h. Special schools
   - i. Apprenticeship programs
7. Evaluated to the satisfaction of the instructor (12 points)
8. Evaluated to the satisfaction of the instructor (15 points)
9. Evaluated to the satisfaction of the instructor (15 points)

10. Evaluated to the satisfaction of the instructor (15 points)
11. Evaluated to the satisfaction of the instructor (10 points)
12. Evaluated to the satisfaction of the instructor (10 points)
13. Evaluated to the satisfaction of the instructor (20 points)
14. Evaluated to the satisfaction of the instructor (15 points)
15. Evaluated to the satisfaction of the instructor (20 points)

CAREER SUCCESS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to practice good grooming habits, work habits, listening skills, and positive mental attitude to insure career success. The student should also interview an employer, discuss how to handle loss of employment, and write a letter of resignation. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with career success to the correct definitions.
2. Name the two basic factors which influence career success.
3. Match desirable employee characteristics to the correct definitions.
4. Discuss ways to increase self-satisfaction in a career.
5. Match barriers to good communication to the correct definitions/descriptions.
6. Name reasons people lose jobs.
7. Discuss how to handle loss of employment.
8. Discuss how to improve listening skills.
9. Evaluate personal qualities of self.
10. Evaluate personal health/grooming habits.
11. Evaluate personal habits associated with career success.
12. Evaluate listening skills.
13. Write a letter of resignation.
14. Interview an employer.

CAREER SUCCESS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Have students role-play examples of personality traits associated with job success.

   F. Play "Production Game" to reinforce objective three and set up opportunity for students to use Assignment Sheet #3.

      1. Materials needed

         a. Scissors, 1 pair per group

         b. Tape, 1 roll per group

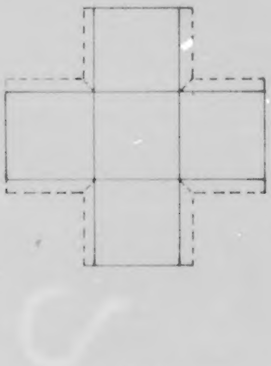
         c. Assorted construction paper

      2. Directions

         a. Divide class into teams of about five persons per group

         b. Have each team decide on a "company name" and elect a "supervisor"

         c. Show each "company" how to make boxes from available raw materials of construction paper, tape, and scissors; allow them a short time (about 3 minutes) to practice



d. Have each "company" set "goals" for the number of boxes they can produce during a five-minute period; the "supervisor" is the spokesperson for the group

(NOTE: The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the instructor should remind the companies that the deliveries do not count until they are delivered to the instructor. After several five-minute sessions, the companies should be setting and achieving realistic goals.)

e. Have the "supervisor" draw slips of paper which have problems written on them

Examples: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for first minute of the next round)

f. Play "Ecology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area

(NOTE: No simulation is effective if discussion of the feelings and concepts experienced during the simulation does not follow. Discussion should focus around terms in objective three and Assignment Sheet #3.)

Examples: How do various roles develop in each group, such as "idea" people and "hands-on" people?

How did the simulation involve styles of leadership, specialization of labor, stockpiling, unionization?

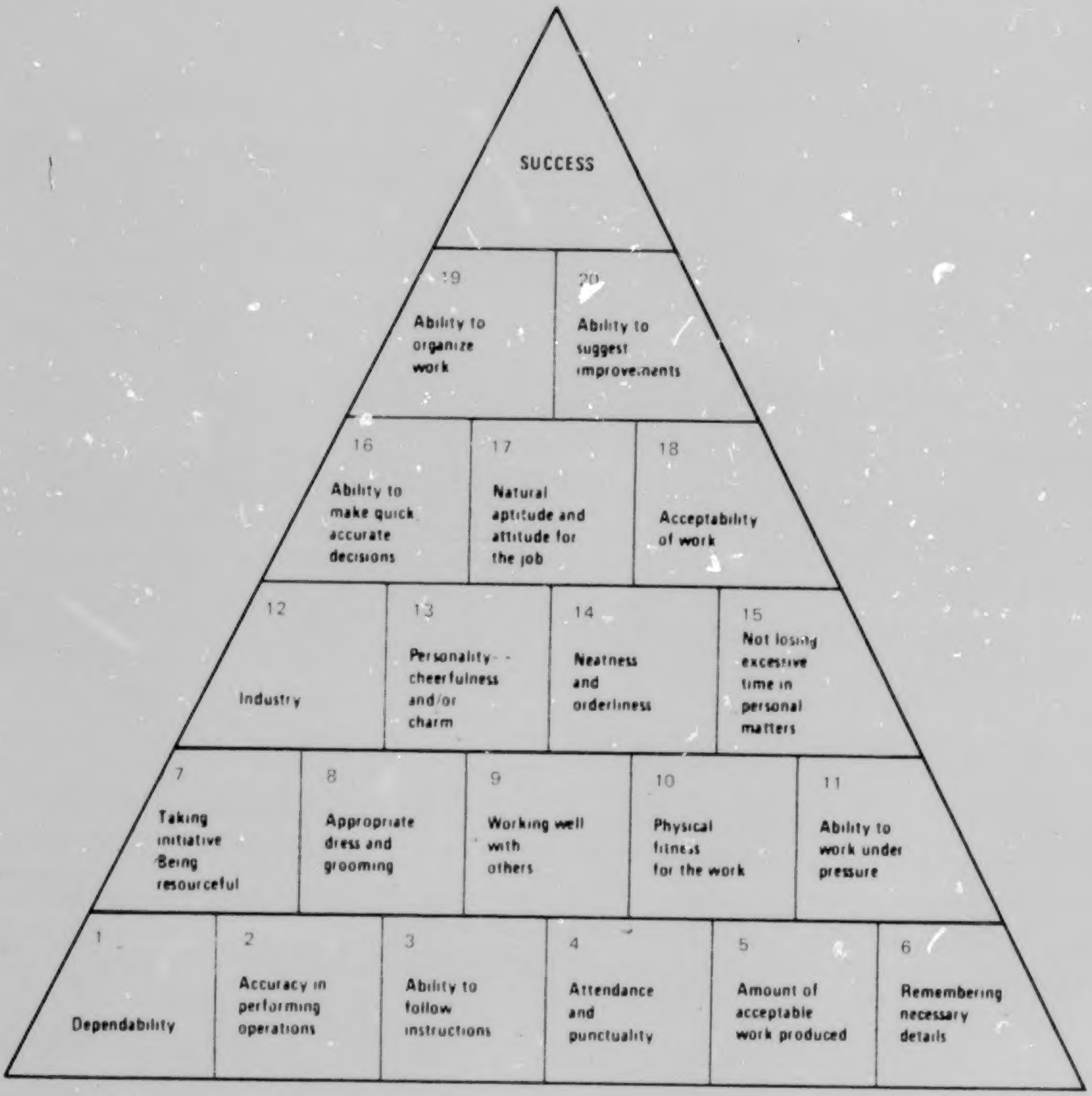
What effect did working under pressure to meet deadlines have?

What are ways to enhance training, such as examples, demonstration, practice, clear communication?

G. Use the following twenty factors to build a "Success Pyramid" for a bulletin board or to reproduce as a checksheet to include with Assignment Sheet #3 and/or to supplement objective three.

(NOTE: These factors were shown to be of greatest importance for career success as revealed in 1949 and 1970 studies.)

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations--amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness
8. Personal appearance--appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industry
13. Personality--cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities
16. Ability to make judgments or decisions quickly and accurately
17. Natural aptitude and attitude for the job
18. Acceptability of work--within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations


SUCCESS
19
Ability to organize work
20
Ability to suggest improvements
16
Ability to make quick accurate decisions
17
Natural aptitude and attitude for the job
18
Acceptability of work
12
Industry
13
Personality - - cheerfulness and/or charm
14
Neatness and orderliness
15
Not losing excessive time in personal matters
7
Taking initiative Being resourceful
8
Appropriate dress and grooming
9
Working well with others
10
Physical fitness for the work
11
Ability to work under pressure
1
Dependability
2
Accuracy in performing operations
3
Ability to follow instructions
4
Attendance and punctuality
5
Amount of acceptable work produced
6
Remembering necessary details

H. Reinforce objectives five and eight through bypassing, "allness," name-calling, and labeling.

Examples: Have students think of different words that mean the same as the three words below:

1. Money ________ ________ ________
2. Home ________ ________ ________
3. Car ________ ________ ________

Role-play or observe a dialogue between two people having a problem, e.g., employer-employee, teacher-student, parent-child, wife-husband. What words of "allness" are used that seem to further complicate the problem?

Brainstorm and list "labels" given to people, e.g., clown is a person who appears to do silly things on a regular basis; troublemaker is a person who appears to be frequently involved in controversy; an animal is a person lacking in manners. What human relations problems stem from "living up to a label" and "living down to a label"?

Compare feelings and reactions to emotionally loaded words.

Examples: Housewife vs. family member
Garbage collector vs. sanitary worker/engineer
Bookkeeper vs. accounting clerk
Stock salesperson vs. investment counselor

Lies vs. fibs
Died vs. passed away
Hot rod vs. sports car
Fired vs. asked to leave
Pop quiz vs. unscheduled test

During a recent flight, Stan announced over the loud speaker, "We are approaching a storm. Please fasten your seat belts for your own safety." vs. "We are approaching some turbulence. Please fasten your seat belts. You will be more comfortable."

I. Invite resource person or panel of resource persons to speak about the importance of personal grooming/health habits, work values, work habits, positive mental attitude, and listening skills. How do these factors increase and promote career satisfaction and success?

J. Give test.

K. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Evaluate Personal Qualities of Self
2. Assignment Sheet #2--Evaluate Personal Health/Grooming Habits
3. Assignment Sheet #3--Evaluate Personal Habits Associated with Career Success
4. Assignment Sheet #4--Evaluate Listening Skills
5. Assignment Sheet #5--Ask for a Raise
6. Assignment Sheet #6--Write a Letter of Resignation
7. Assignment Sheet #7--Interview an Employer

D. Test

E. Answers to test

III. Unit references:

A. Eggland, Steven A., and Williams, John W. *Human Relations In Business.* Dallas: South-Western Publishing Co., 1977.

B. Russon, Allien R. *Personality Development for Business.* 4th ed. Dallas: South-Western Publishing Co., 1973.

C. Laird, Donald A.; Laird, Eleanor C.; Fruehling, Rosemary T.; and Swift, W. Porter. *Psychology: Human Relations and Motivation.* 5th ed. Dallas: Gregg and Community College Division/McGraw-Hill Book Company, 1975.

D. Denues, Celia. *Career Perspective: Your Choice of Work.* Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

E. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1977.

CAREER SUCCESS
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Technical knowledge--What you know about the job itself

Examples: Mechanic must know how engines operate; nurse must be able to practice care of patients; chef must have specialized knowledge about preparing food; carpenter must know how to work with different types of wood

B. Human relations--Continuous process of getting along with people

(NOTE: Human relations could be called "people knowledge." People knowledge means knowing how to get along with co-workers and with employers. It will help you to serve customers better and to understand yourself!)

C. Work ethic--Traditional belief that Americans owe it to their country (and to God) to work; asserts that it is morally wrong not to work

D. Work value--Emerging concept that individuals owe it to themselves rather than to society to work; asserts that there is human dignity to be found in work

E. Attitude--Way which one acts and feels about people, things, and ideas

(NOTE: Once you have a job the most important factor in keeping it and succeeding in it is your ATTITUDE! Your attitude is expressed in how well you get along with others. See Assignment Sheet #1.)

Examples of good attitude: Willingness to work hard; trying to be pleasant to other people; trying to be courteous and respectful to those with whom you are working; avoiding being a smart aleck or having a chip on your shoulder; caring about other people

F. Communication--Sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message

INFORMATION SHEET

G. Habit--Action that is acquired and has become automatic

H. Learning attitude--Ongoing alertness for any departure from your present knowledge or training

(NOTE: How can this new method, system, equipment, and/or routine help your job function? When these questions arise, keep a positive attitude.)

I. Job enrichment programs--Opportunities designed to upgrade a worker's technical and/or people knowledge

Examples: Demonstrations, conferences, short training sessions

J. Office character--Worker known/recognized for certain traits

Examples: Person who is an excessive gossiper
Person who always "sees the bright side" of situations

II. Basic factors which influence career success

A. Technical knowledge

B. Human relations (Assignment Sheets #1, #2, #3, and #4)

Examples: Attitude, communication, personality, personal health and grooming, practice of work value

III. Desirable employee characteristics

A. Dependability--Doing what one has said will be done and completing duties and assignments

Examples: Work regularly; be on time; take only the time allowed for lunch and breaks; do all of own work; follow instructions

B. Industry--Being hardworking

C. Enthusiasm--Being eager to help or to take part in some activity

Examples: Show pride in doing work; look alert; do more than your share when time permits

D. Initiative--Doing things without being told

Examples: Use slack moments or periods to learn more about job; show an interest in learning and doing a good job

INFORMATION SHEET

E. Honesty--Being truthful in all things

Examples: Give truthful information to employers, customers, and/or co-workers; keep promises; avoid wasting time; do not take supplies home for personal use

F. Loyalty Being able to keep confidences and to avoid gossip about work matters

Examples: Avoid public criticisms of employer, supervisor, or co-workers; do not discuss wages or raises with other employees

G. Cooperation--Working in harmony with others

Examples: Observe rules and regulations; help others when possible; work well with co-workers, supervisor, and employer

H. Adaptability--Adjusting easily to new situations

Examples: Accept change(s) without complaint, resentment, or fear of personal threat; learn new procedures and service information

I. Courtesy--Being polite and acting with good manners

Examples: Show respect for co-workers, employer, and customers; return promptly from lunch and breaks so co-workers can have their rest periods; speak pleasantly

J. Patience--Taking time to do things right

Examples: Try to understand the needs and desires of others; control anger and frustration

(NOTE: Why is there never time to do a job right the first time, but there is always time to do a job over?!?)

K. Self-control--Being able to control one's temper and emotions

Examples: Accept criticism without feeling personally threatened; remain calm

L. Tact--Being able to say the right thing at the right time

Examples: Avoid correcting customers, clients, patrons, co-workers, and employers in a disagreeable way; learn to take care of complaints

INFORMATION SHEET

IV. Ways to increase self-satisfaction in a career

A. Keep a learning attitude

B. Learn to be a winner on the job (Assignment Sheets #1, #2, #3, #4, and #5)

Examples:	Prepare for the next higher job; brush up human relations skills; learn how and when to speak up; think before you speak

C. Get yourself together

Examples:	Avoid becoming part of cliques; avoid reacting to negative office characters; don't become a negative office character; have an emotional outlet; take your "emotional temperature"

D. Want to improve

E. Participate in job enrichment programs

V. Barriers to good communication

A. Bypassing--Result of people forgetting or overlooking that a single word or expression may have several different meanings

(NOTE: Bypassing can be avoided by repeating the message/instructions to the sender, e.g., "I understand that you . . . .")

B. "Allness"--Belief by the person who says a statement that what is said is absolute, complete, and certain

(NOTE: The tone of "allness" is suggested by such words as "always," "ever," and "never.")

Examples: You never remember to . . .

You always . . .

Can't you ever remember . . .

C. Misuse of language--Problem resulting from labeling or name-calling and use of emotionally loaded words

D. Poor listening skills--Lack of ability to think about what is being said (Assignment Sheet #4)

INFORMATION SHEET

VI. Reasons people lose jobs

A. Human relations

Examples: Poor attitude, ill health, poor grooming habits

B. Technical knowledge

(NOTE: Lack of or low ability to execute skills required in a particular job can account for loss of employment.)

C. Economic conditions

Examples: Depression; decline of opportunities due to exhaustion of natural resources, e.g., silver miners, gold panners, oil field workers in a given area; change in technology, e.g., blacksmiths, "icemen"

D. Low observance of or low dedication to work ethic

VII. How to handle loss of employment

(NOTE: Loss of employment can occur in several ways: resignation, "lay-off," "firing." Coping is the important factor in handling employment loss successfully.)

A. Maintain self-respect

(NOTE: It is not a personal indictment or a crime to be unemployed but a phase of the time in which we live. With cheerfulness, bravado, and discipline survev the economic situation in your community.)

B. Use all known techniques for obtaining a job

C. Apply at nearest U.S.E.S. Job Bank

(NOTE: The United States Employment Service Job Bank is a computer center that matches job seekers with jobs in order to determine if there is an appropriate job in another part of the country.)

D. Maintain a routine of self-improvement

Examples: Improve your physical appearance; keep informed with current reading; enroll in interesting courses

E. Talk with officials at nearest local Cooperative Manpower Planning System Committee (CAMPS) to explore the possibility of further training for new kinds of jobs

INFORMATION SHEET

F. Take a trip if you feel yourself filled with despair

Examples: Visit friends in another part of the state, go camping, change your environment

G. Be creative and inventive

Examples: Bake bread; grow flowers and vegetables; get involved with photography; build picture frames; organize a job bank; groom, train and exercise dogs; collect butterflies or river rocks

(NOTE: Look around you for whatever you can make or do that someone will appreciate. Sometimes a hobby can turn into a profitable business!)

H. Do volunteer work

(NOTE: Volunteer work not only can help you maintain your dignity but it also can lead to an employment opportunity.)

VIII. How to improve listening skills (Assignment Sheet #4)

(NOTE: Good listening habits will improve human relations. By listening to others carefully, you silently tell them you care about what they have to say.)

A. Encourage others to talk

B. Use nonverbal actions to encourage the person who is talking

Examples: Look at the person who is talking; nod as you hear the meaning of what is being said

C. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said

(NOTE: People can only speak about 125 words per minute--your mind can process five times as much in the same time period!)

D. Ask the speaker to repeat what was said when your mind wanders

E. DON'T INTERRUPT

(NOTE: Interrupting someone can cause hard feelings. You are not on a quiz show. Avoid blurting answers before the speaker has finished!)

F. Listen for feelings as well as for facts

(NOTE: By listening for feelings you will become more aware of your own emotions; thus, you can control them. Also, as you listen for both feelings and facts you gain a better understanding of the speaker's message.)

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #1--EVALUATE PERSONAL QUALITIES OF SELF

A successful employee should know how to get along with others. By the results of this self-test, you will see how you are doing. The test is designed to help you discover if you have qualities that cause others to like you. Answer each question by circling *Yes, No,* or *Sometimes* at the end of each question.

1. If you make a promise, do you keep it? YES NO SOMETIMES
2. If someone, a friend, co-worker, or member of your family, is in need of help, do you give that help cheerfully? YES NO SOMETIMES
3. Are you frequently witty in a sarcastic way? YES NO SOMETIMES
4. Do you have a tendency to gain attention by "topping" the remark made by the previous speaker in a conversation? YES NO SOMETIMES
5. Are you usually ill at ease with strangers? YES NO SOMETIMES
6. Are you critical of others when you feel they are at fault? YES NO SOMETIMES
7. Can you usually avoid being bossy? YES NO SOMETIMES
8. Are you able to avoid ridiculing other people when they are not present? YES NO SOMETIMES
9. Do you often laugh at the mistakes of others? YES NO SOMETIMES
10. When others make mistakes (in information, in grammar, or in pronunciation), do you correct them? YES NO SOMETIMES
11. Do you smile easily? YES NO SOMETIMES
12. Are you able to praise and compliment other people easily? YES NO SOMETIMES
13. Do you frequently try to reform other people? YES NO SOMETIMES

ASSIGNMENT SHEET #1

14.	Are you able to keep your personal troubles to yourself?	YES	NO	SOMETIMES
15.	Are you suspicious of other people's motives?	YES	NO	SOMETIMES
16.	Do you frequently borrow the belongings of others?	YES	NO	SOMETIMES
17.	Do you enjoy gossip?	YES	NO	SOMETIMES
18.	Are you able to keep out of other people's business most of the time?	YES	NO	SOMETIMES
19.	Do you avoid talking about yourself, your belongings, your successes most of the time?	YES	NO	SOMETIMES
20.	Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs?	YES	NO	SOMETIMES

What do you see as your strengths?

What do you see as your weaknesses?

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #2-EVALUATE PERSONAL HEALTH/GROOMING HABITS

Good grooming is essential in career success. Poor personal appearance was identified as the number one reason why people were not hired during an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

	Always	Most of the Time	Occasionally	Seldom or Never
BODY CLEANLINESS AND CARE				
Do you bathe regularly?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you keep your undergarments fresh and clean?				
POSTURE				
Do you sit properly without slouching?				
Do you stand properly with chin up and abdomen in?				
Do you walk with your head held high and at a rapid pace?				
TEETH, MOUTH, AND BREATH				
Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use a preventative as often as necessary to avoid bad breath?				

ASSIGNMENT SHEET #2

	Always	Most of the Time	Occasionally	Seldom or Never
Are you conscious of the fact that too much gum and sweets may be harmful to your teeth?				
HAIR Do you avoid combing or brushing your hair in public?				
Do you wash your hair as needed?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, have you tried a medicated shampoo or seen a doctor?				
FACE Is your skin clean and well cared for?				
FACE (FOR GIRLS ONLY!) Is your makeup obvious?				
Do you avoid applying makeup in public?				
FACE (FOR BOYS ONLY!) Are you clean-shaven or is your beard/moustache neatly trimmed?				
HANDS Do you refrain from biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				

ASSIGNMENT SHEET #2

	Always	Most of the Time	Occasionally	Seldom or Never
CLOTHING Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do your clothes fit properly?				
Do you wear clothes appropriate to the occasion?				
Do you wear shoes that fit properly?				
Do you keep your shoes in good condition? (NOTE: Avoid overrun heels, scuffs, and lack of shoelaces.)				
Do you ever use clothing as a means to rebel against school and parental authority?				
GENERAL HEALTH AND APPEARANCE Do you make an effort to eat a balanced diet each day?				
Do you watch your weight carefully and try to keep it at the recommended weight for you?				
Do you avoid "junk foods"?				
Do you avoid eating what you know is harmful to your complexion?				
If you had a serious skin problem, would you consult a dermatologist?				

ASSIGNMENT SHEET #2

	Always	Most of the Time	Occasionally	Seldom or Never
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get sufficient physical activity?				
Are you absent no more than 1 1/4 days out of thirty on account of illness?				
Do you choose clothes that are becoming to your body?				
Do you avoid extremes in styles?				

1. What are your strengths in your personal grooming habits?

ASSIGNMENT SHEET #2

2. What areas of your personal grooming habits need improvement?

Adapted from Homemaking Research Laboratories. Individual Instruction Units in Clothing. Tony, Wisconsin, 1976.

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #3--EVALUATE PERSONAL HABITS ASSOCIATED WITH CAREER SUCCESS

Good habits are necessary in order to establish good human relations and a good relationship with co-workers, employer, and customers. Complete the evaluation below and then answer the questions that follow.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in the classroom.)

	YES	NO
CO-WORKERS (OR STUDENTS)		
Do you do your own work and not leave it for someone else to do?		
Do you clean up after yourself?		
Are you willing to learn from others about how to do a job better?		
Do you contribute to morale and team spirit at place of business?		
Do you learn names of people with whom you work as soon as possible?		
Do you take a sincere interest in co-workers, their families, and their interests?		
Are you a good listener?		
Do you admit mistakes without making excuses?		
Do you assume blame for things that are your fault?		
Do you avoid gossip?		
Do you support co-workers?		
EMPLOYER (OR TEACHER)		
Are you cheerful?		
Do you feel your job is a privilege, not a right?		
Do you try always to do the best you can?		

ASSIGNMENT SHEET #3

	YES	NO
Do you know your job?		
Are you on the job unless excused?		
Are you on time and ready to work? (NOTE: Do a day's work for a day's pay!)		
Do you try to avoid waste of all kinds (material, time, equipment)?		
Do you look for a better way to do the job?		
Do you tell the truth and are you sincere?		
Do you ask questions when you need help?		
Do you try to see employer's side when there is a problem?		
CUSTOMERS (OR ANY ONE WITH WHOM YOU'RE WORKING) Do you know what is expected of you and do you do your job well?		
Do you give business-like treatment to customers?		
Do you keep promises made to customers?		
Are you polite to customers?		
Do you recognize customers as buyers of your service and give them their money's worth?		
Are you sincere?		
Do you smile?		
Are you friendly, interested, and sympathetic?		
Do you gain the customer's confidence and listen?		
Do you try not to rush the customer?		
Do you avoid arguing with an angry customer?		
Do you avoid comments that might upset a customer?		

ASSIGNMENT SHEET #3

	YES	NO
Do you refer matters you cannot handle to a supervisor?		
Do you treat each customer as an individual?		
Do you take pride in winning a customer's friendship?		

1. What do you feel are your strengths in personal habits associated with job success?

____

____

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2. What do you feel are your weaknesses in personal habits associated with job success?

____

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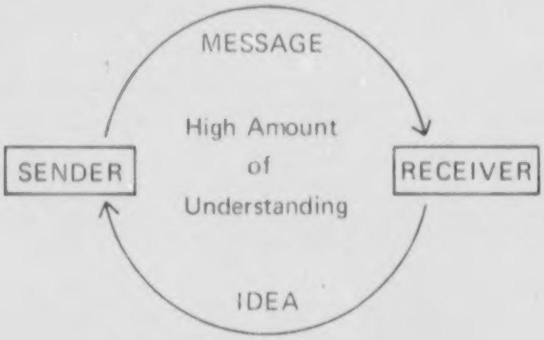
CAREER SUCCESS
UNIT III

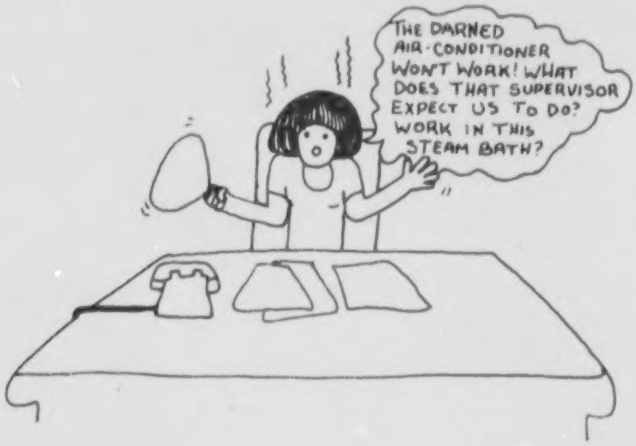
ASSIGNMENT SHEET #4-EVALUATE LISTENING SKILLS

Communication is the sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message.


MESSAGE
SENDER
High Amount of Understanding
RECEIVER
IDEA

SHARING AND UNDERSTANDING ARE THE KEY WORDS!!! MEANINGS ARE IN PEOPLE NOT IN WORDS.

Listening is one key to effective communication! Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings!


THE DARNED AIR-CONDITIONER WON'T WORK! WHAT DOES THAT SUPERVISOR EXPECT US TO DO? WORK IN THIS STEAM BATH?

1. What are the facts in the above message?

____

____

____

ASSIGNMENT SHEET #4

2. What are the feelings in the message?

(NOTE: When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express her/his feelings!! LISTEN!!!)

This activity will give you practice listening for feelings as well as facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. However, the true message lies in the combination of both the facts and feelings.

Four students (two pro and two con) should debate the following statement: capital punishment reduces the crime rate. Listen to the argument and answer the following questions.

(NOTE: Read all questions before activity begins!)

1. What problems come up when the opposing side forgets to listen for feelings?

2. Why is it difficult to get agreement on value statements?

3. How often did the opposing side mistake feelings for fact?

ASSIGNMENT SHEET #4

4. Why is it more difficult to find proof for value statements than for statements of fact?

____

____

____

5. What communication barriers arise when false opinions and feelings get in the way of listening?

____

____

____

6. Did the audience let their own sentiments and attitudes affect the way they heard the argument?

____

____

____

____

Adapted from Human Relations in Business. Dallas: South-Western Publishing Company, 1977.

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #5--ASK FOR A RAISE

Asking for a raise . . . the ideal situation exists when true merit is recognized and never needs to be called to the employer's attention. If your situation is not ideal, what can you do? Obviously, there is only one answer: you must bring the matter up; you must ask for a raise.

Use the guidelines below to role play with another student or a resource person provided by your teacher.

1. BEFORE YOU SPEAK AT ALL, YOU MUST PRECEDE YOUR REQUEST WITH CONSIDERABLE THOUGHT AND STUDY.

2. Determine if you are justified in asking for a promotion or a raise by making out a good case for yourself in writing. BE OBJECTIVE!!!

   Examples: What about your production?

   Is there a standard for your work in your office?

   If so, how does your production compare with this standard?

   How many mailable letters do you transcribe in an hour?

   How many customers or callers have you handled without a complaint?

   What additional preparation have you made since you were hired?

   If you were to take an employment test at this point, would you be significantly higher than the one you took when you applied for your job?

3. Check your attitudes and work habits.

   Examples: Are you always prompt in arriving for work?

   Do you work overtime without complaint when it is necessary?

   How many days of work have you missed because of illness?

   Are you considered cooperative by your supervisors and your co-workers?

   When you finish the work assigned, do you find something else to do?

ASSIGNMENT SHEET #5

4. Ask your employer for an appointment.

5. Bring your notes with you to your interview.

   Example: "______________, I have enjoyed my work here very much. As I was hired two years ago, you may be interested in the progress I have made since then."

6. Explain the progress.

   (NOTE: If you are confident of your worth, you will be able to respond pleasantly to any gruffness or lack of enthusiasm on your employer's part. If the employer challenges your statements, see that you neither back down nor get on the defensive. Simply and calmly bring up the case that you have prepared. After all, it is merely another employment interview, and you passed the first one.)

7. Thank your employer for the interview and for the time spent.

8. Leave.

   (NOTE: Go back to your work and be patient. Even if your employer has seemed impressed with your facts, you must not expect your raise to be forthcoming at once. The employer may intend to grant your request after conferring with other members of the firm. DON'T RUIN A GOOD CASE BY BECOMING A NUISANCE.)

9. Ask your employer if any decision has been made after two weeks.

   (NOTE: KEEP YOUR TONE FRIENDLY BUT IMPERSONAL! TOO MUCH EMOTION HAS RUINED MORE THAN ONE GOOD CAUSE. Even though you may be worthy of a raise, circumstances, such as budget, may prevent your employer from giving you a raise.)

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #6–WRITE A LETTER OF RESIGNATION

It is not unusual for a person to change jobs a number of times before finding a position regarded as permanent. Part of total career success involves notifying your present employer. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It is a forthright, open-handed, and natural method. It usually takes little time, but it affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversation, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personnel file. Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his/her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principle of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company, if unforeseen events bring you back to the door.

Use the guidelines below and the sample letter to write a letter of resignation.

1. Address the letter to the nearest manager or department head above you.

2. Imply that your departure will be taken as an inconvenience.

3. Begin with a statement that will be of interest and will appeal to your reader.

   Examples: Show appreciation for the duration of employment under this company's management

   Acknowledge the confidence placed in you by various advancements

   Comment on the rewarding experience you have acquired under their direction

   (NOTE: The purpose of this is to place your reader in a relaxed frame of mind so that she/he will be receptive to the message that follows.)

4. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job.

ASSIGNMENT SHEET #6

5. Mention the name of the new employer and the position you are to fill.

6. Give an appropriate time notice.

   (NOTE: This time interval should be reasonable enough to allow the company to get a suitable replacement. There is no set time that can be quoted; sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.)

7. End on a constructive or encouraging note.

   Examples: Request a personal interview to explain in greater detail

   Offer to extend the departure date, if possible, while a replacement is being found

   Offer to help break in the replacement

   Suggest a possible replacement, if not presumptuous

   Simply offer to be available to help in the transition, as needed

8. Keep copy of letter.

ASSIGNMENT SHEET #6

Sample Resignation Letter

May 3, 1977

Roscoe Neal, Manager
Implied Products, Inc.
2341 Roadway
Anytown, America 00000

Dear Mr. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Implied Products, Inc. has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. National Success Products is staffing its new plant in Somecity, Anystate, my old home town. I have been offered the position of assistant office manager at an attractive starting salary. Although the income is important, the prospect of returning to the southern Anystate area is irresistable.

I have decided to accept the offer from National Success Products. As I am to report on June 1, this letter should give you about four weeks notice.

If there is anything I can do during the next few weeks to help the office prepare for my departure, I shall be happy to be of service.

Respectfully yours,

Susan B. Jones

Susan B. Jones
Head Secretary, Sales

CAREER SUCCESS
UNIT III

ASSIGNMENT SHEET #7--INTERVIEW AN EMPLOYER

Part of being a good employee in career success focuses on getting along with and establishing a positive relationship with your employer(s). EMPLOYERS ARE HUMAN!!! This activity will provide an opportunity for you to find out "first-hand." Arrange to interview an employer in your community. This interview can help you to get to know an employer and get you started toward good human relations with employers.

To help you get going, a list of questions you might ask the employer is given below. In the spaces provided, jot down the answers given to you during the interview.

1. How long have you been an employer?

   ____

2. How many employees do you oversee?

   ____

3. Do you like your job? Why?

   ____

   ____

4. Does your work sometimes make you irritable or upset? Why?

   ____

   ____

5. What kind of employee do you get along with best?

   ____

   ____

   ____

   ____

6. What are your hobbies?

   ____

   ____

ASSIGNMENT SHEET #7

7. What is the best part of your job?

____

8. If you could start over, would you go into the same kind of work again, or what would you like to do?

____

____

____

9. Suppose you could get the same pay no matter what kind of work you did. Of all the kinds of work you can think of, what would you like to do best?

____

____

____

10. How would you feel about your child going into your kind of work?

____

____

____

CAREER SUCCESS
UNIT III

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

______a. Way which one acts and feels about people, things, and ideas

______b. Ongoing alertness for any departure from your present knowledge or training

______c. Continuous process of getting along with people

______d. Opportunities designed to upgrade a worker's technical and/or people knowledge

______e. What you know about the job itself

______f. Sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message

______g. Worker known/recognized for certain traits

______h. Emerging concept that individuals owe it to themselves rather than to society to work; asserts that there is human dignity to be found in work

______i. Traditional belief that Americans owe it to their country (and to God) to work; asserts that it is morally wrong not to work

______j. Action that is acquired and has become automatic

1. Technical knowledge
2. Human relations
3. Work ethic
4. Work value
5. Attitude
6. Communication
7. Habit
8. Learning attitude
9. Job enrichment programs
10. Office character

2. Name the two basic factors which influence career success.

a. ______________________________

b. ______________________________

3. Match the desirable employee characteristics on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

______ a. Doing what one has said will be done and completing duties and assignments

______ b. Being hardworking

______ c. Being eager to help or to take part in some activity

______ d. Doing things without being told

______ e. Being truthful in all things

______ f. Being able to keep confidences and to avoid gossip about work matters

______ g. Working in harmony with others

______ h. Adjusting easily to new situations

______ i. Being polite and acting with good manners

______ j. Taking time to do things right

______ k. Being able to control one's temper and emotions

______ l. Being able to say the right thing at the right time

1. Tact
2. Patience
3. Adaptability
4. Courtesy
5. Self-control
6. Dependability
7. Cooperation
8. Industry
9. Loyalty
10. Enthusiasm
11. Honesty
12. Initiative

4. Discuss ways to increase self-satisfaction in a career.

____

____

____

____

5. Match the barriers to good communication on the right to the correct definitions/descriptions. Place the appropriate numbers in the blanks provided.

______ a. Lack of ability to think about what is being said

______ b. Belief by the person who says a statement that what is said is absolute, complete, and certain

______ c. Problem resulting from labeling or name-calling and use of emotionally loaded words

______ d. Result of people forgetting or overlooking that a single word or expression may have several different meanings

1. Bypassing
2. "Allness"
3. Misuse of language
4. Poor listening skills

6. Name two reasons people lose jobs.

a. ______________________________

b. ______________________________

7. Discuss how to handle loss of employment.

8. Discuss how to improve listening skills.

9. Evaluate personal qualities of self.

10. Evaluate personal health/grooming habits.

11. Evaluate personal habits associated with career success.

12. Evaluate listening skills.

13. Write a letter of resignation.

14. Interview an employer.

(NOTE: If activities 9-14 have not been accomplished prior to the test, ask the instructor when they should be completed.)

CAREER SUCCESS
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (20 points)
   - a. 5
   - b. 8
   - c. 2
   - d. 9
   - e. 1
   - f. 6
   - g. 10
   - h. 4
   - i. 3
   - j. 7
2. (2 points)
   - a. Technical knowledge
   - b. Human relations
3. (24 points)
   - a. 6
   - b. 8
   - c. 10
   - d. 12
   - e. 11
   - f. 9
   - g. 7
   - h. 3
   - i. 4
   - j. 2
   - k. 5
   - l. 1
4. (5 points)

   Discussion should include:
   - a. Keep a learning attitude
   - b. Learn to be a winner on the job
   - c. Get yourself together
   - d. Want to improve
   - e. Participate in job enrichment programs
5. (8 points)
   - a. 4
   - b. 2
   - c. 3
   - d. 1

6. (2 points)

   Any two of the following:

   a. Human relations

   b. Technical knowledge

   c. Economic conditions

   d. Low observance of or lack of dedication to work ethic

7. (5 points)

   Discussion should include:

   a. Maintain self respect

   b. Use all known techniques for obtaining a job

   c. Apply at nearest U.S.E.S. Job Bank

   d. Maintain a routine of self-improvement

   e. Talk with officials at nearest local Cooperative Manpower Planning System Committee (CAMPS) to explore the possibility of further training for new kinds of jobs

   f. Take a trip if you feel yourself filled with despair

   g. Be creative and inventive

   h. Do volunteer work

8. (5 points)

   Discussion should include:

   a. Encourage others to talk

   b. Use nonverbal actions to encourage the person who is talking

   c. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said

   d. Ask the speaker to repeat what was said when your mind wanders

   e. DON'T INTERRUPT

   f. Listen for feelings as well as for facts

9. Evaluated to the satisfaction of the instructor (13 points)
10. Evaluated to the satisfaction of the instructor (13 points)
11. Evaluated to the satisfaction of the instructor (13 points)
12. Evaluated to the satisfaction of the instructor (13 points)
13. Evaluated to the satisfaction of the instructor (14 points)
14. Evaluated to the satisfaction of the instructor (13 points)

Section B
Consumerism

MANAGING FINANCIAL RESOURCES
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to make a spending plan in order to manage financial resources. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the roles of individuals in the economy to correct descriptions of the roles.
2. Name the four consumer activities.
3. Distinguish between consumer rights and responsibilities.
4. State the goal of a spending plan.
5. Arrange in order the steps in developing a spending plan.
6. Distinguish between fixed and flexible expenses.
7. Name kinds of investments.
8. Select from a list factors to consider in selecting investments.
9. Match types of taxes to the correct definitions/descriptions.
10. Determine consumers' roles.
11. Determine value of taxes.
12. Complete a sample tax form.
13. Make a spending plan.

MANAGING FINANCIAL RESOURCES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Select a panel of adults from the community to discuss advantages and disadvantages of a spending plan to individual and family life or select a panel of students to debate the pros and cons of using a spending plan to reach goals.

F. Invite members of various agencies of local government to tell the class what their agencies do with tax dollars. Encourage students to ask specific questions, e.g., what percentage of the agencies' budgets go for salaries.

G. Ask students to make lists of every tax-supported service or facility they see on the way home from school. Use with Assignment Sheet #2.

H. Invite a community leader who is knowledgeable of tax structure to present case to the class.

(NOTE: If possible, invite a member of the state legislature to add to this discussion.)

I. Obtain tax information teaching packet from Internal Revenue Service to augment Assignment Sheet #3.

(NOTE: Oklahoma teachers can secure material without charge by writing Internal Revenue Service, 200 NW 4th, Oklahoma City, OK 73102.)

J. Obtain tax forms from post office to complete Assignment Sheet #3 if materials from Internal Revenue Service were not received.

K. Ask a resource person to assist class in completing Assignment Sheet #3.

L. Suggest that students complete home experience revolving around taxes.

Examples: Examine newspapers daily to compile scrapbook of articles dealing with taxes. Divide scrapbook into sections on federal, state, and local taxes.

Investigate the public positions and actual voting on taxation of state's two U. S. Senators and your area's members of the House of Representatives.

(NOTE: Back issues of *The New York Times* are a good source of voting records. The politicians may respond to a written request for their position on taxation. Should your students find some disparity between the words and actions of the members of Congress, they may wish to write that person, requesting an explanation.)

Outline all taxes one pays on a new automobile.

M. Suggest that students plan for "Senior Expenses" using Assignment Sheet #4.

N. Consult a local investment broker or bank official who provides investment counseling. Ask this person what kinds of financial information he/she would want to know about a prospective client before advising that person in matters of buying stocks.

O. Give test.

P. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Determine Consumers' Roles
2. Assignment Sheet #2--Determine Value of Taxes
3. Assignment Sheet #3--Complete a Sample Tax Form
4. Assignment Sheet #4--Make a Spending Plan

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making: Guides to Better Living.* 2nd ed. Cincinnati: South-Western Publishing Co., 1977.

B. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett., Inc., 1977.

C. Mellers, Tom. *Personal Finance.* New York: Butterick Publishing, 1976.

MANAGING FINANCIAL RESOURCES
UNIT I

INFORMATION SHEET

I. Roles of individuals in the economy

   A. Worker--Earns money for self and family

   B. Consumer--Buys the goods and services he/she needs and wants (Assignment Sheet #1)

   C. Citizen--Supports government activities via taxes (Assignment Sheets #2 and #3)

II. Consumer activities

   (NOTE: The consumer manages four basic activities as a consumer or user of financial income.)

   A. Spending

   B. Borrowing

   C. Saving

   D. Investing

III. Consumer rights and responsibilities

   A. Consumer rights

      1. To be informed

      2. To be heard

      3. To choose

      4. To safety

   B. Consumer responsibilities

      1. To be informed

      2. To make intelligent choices

      3. To follow directions

      4. To make legitimate complaints

INFORMATION SHEET

IV. Goal of a spending plan--To manage resources (time, money, talents) in a positive way

(NOTE: The purpose of a spending plan should not be to hold you back but to help you live the way you want to live and to move in directions you want to move.)

V. Steps in developing a spending plan

A. Determine goals

B. Estimate cash available

C. Plan expenditures

VI. Fixed and flexible expenses

A. Fixed expenses

1. Rent or house payment

2. Insurance

Examples: Auto, life, homeowners' insurance

3. Payments on money borrowed

4. Church contributions

5. Installment payments

B. Flexible expenses

1. Utility bills

2. Medical bills

3. Food

4. Clothing

5. Car operation and repair

6. Recreation and education

VII. Kinds of investments

A. Savings accounts

B. Government bonds

C. Corporation stock

D. Corporation bonds

INFORMATION SHEET

E. Small businesses

F. Real estate

VIII. Factors to consider in selecting investments

A. Safety of the principle

B. Growth possibilities

C. Satisfactory and certain income

(NOTE: Although safety of the principal is more important than satisfactory income, the rate of return and regularity should also be considered.)

D. Marketability

(NOTE: Although a true investor is not interested in buying a security with the thought of selling it immediately, she/he must give consideration to this possibility.)

IX. Types of taxes

A. Property taxes Levied on real property (house, land) or personal property (car, household furnishings)

(NOTE. Basically, a property tax can be imposed on any individually owned property that can be bought and sold. The property tax is based on value; often the assessed value is a percentage of the probable sale price.)

B. Income taxes Charged according to individual's earnings

(NOTE: People with smaller incomes are expected to pay a relatively lower percentage of what they make. People with larger incomes are expected to pay a higher percentage.)

C. Sales or excise taxes Levied on purchases

(NOTE: Sales taxes charged on all purchases are classified as general sales taxes. Taxes on individual items, e.g., cigarettes, liquor, gasoline, telephone bill, are selective sales taxes and are called *excise taxes.*)

D. Gift taxes Charged when one person gives another something of substantial value

(NOTE: This is a way of seeing that people do not give away a large part of their estate before death without paying any taxes.)

E. Estate taxes Charged on the money and other possessions that people leave to others when they die

MANAGING FINANCIAL RESOURCES
UNIT I

ASSIGNMENT SHEET #1--DETERMINE CONSUMERS' ROLES

Goods and services are produced to give consumers what they need and want. Goods are *things,* such as bicycles. Services are actions done for people, such as health care.

1. For the following items, indicate whether they are goods or services by writing G or S on the line to the left.

_____ Candy bar
_____ Bus ride
_____ Shoes
_____ Automobile
_____ Automobile repair
_____ School
_____ Peanut butter
_____ Roller coaster ride
_____ Football game
_____ Record

2. List four additional goods you have consumed today.

_____ _____
_____ _____

3. List four additional services you have consumed today.

_____ _____
_____ _____

4. For each member of the family listed in the chart below, write some of the things (goods and services) the person consumes and some of the things (goods and services) he/she can produce.

	consumes	produces
elderly and active grandfather		
elderly but ill grandmother		
mother		
father		
17-year-old daughter		
5-month-old cousin		

ASSIGNMENT SHEET #1

5. Who in the list are the producers? ______________________________

____

6. Which family members are consumers but not producers? ____________

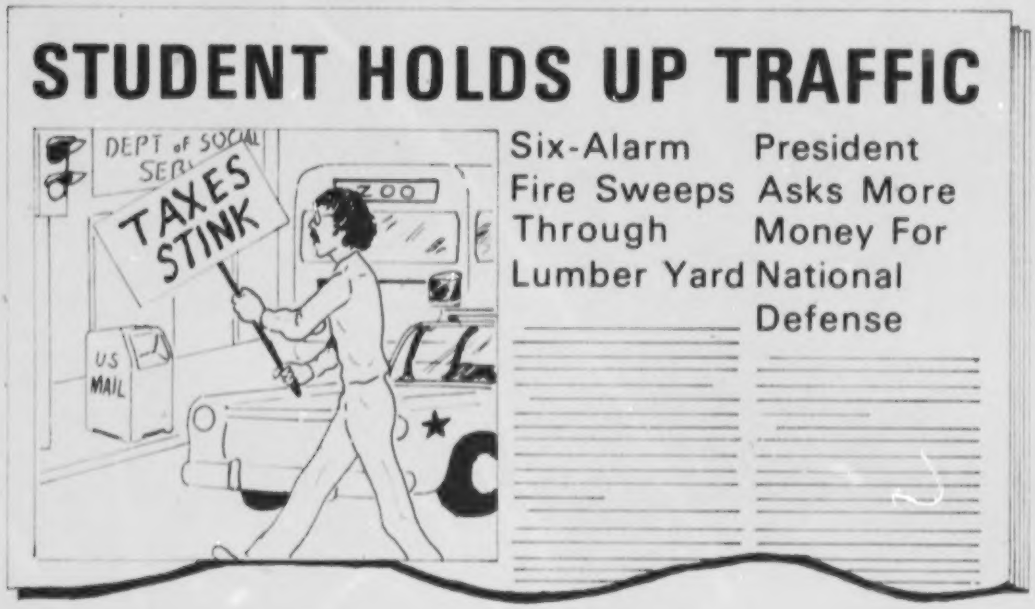
____

How are their needs supplied? ______________________________

MANAGING FINANCIAL RESOURCES
UNIT I

ASSIGNMENT SHEET #2--DETERMINE VALUE OF TAXES

Taxes are the government's chief source of income. If the government provides more services, then additional income is needed. Generally, this means raising taxes. Directly or indirectly, we each benefit from government-supported services. Using the newspaper clipping below, list the tax-supported services depicted.



STUDENT HOLDS UP TRAFFIC

Six-Alarm Fire Sweeps Through Lumber Yard

President Asks More Money For National Defense

1. Using the news clipping, list the tax-supported services:

2. Can you list additional tax-supported services?

MANAGING FINANCIAL RESOURCES
UNIT I

ASSIGNMENT SHEET #3--COMPLETE A SAMPLE TAX FORM

(NOTE: Tax forms may or may not change yearly.)

Most working people must pay a federal income tax. Generally, this is deducted from your wages by the employer before you get paid. If you earn more than certain minimum amounts, you must file an income tax return even if you don't owe any taxes. At the end of each year an employer must send each employee two copies of a W-2 form, stating how much the employee earned during the year. One copy must be filed with your income tax return; the other is for your file. Another copy must be sent by your employer to the Internal Revenue Service. Even if you only worked for the summer, you should receive W-2 forms. If for any reason you do not, ask your employer for them.

The Internal Revenue Service has Form 1040 for filing individual income tax returns. With a little patience most people can fill out the short form themselves. **The government publishes a guide, which is revised annually, to help you fill this out.** If you have any questions, you can call or visit the local IRS office for help.

Complete the sample tax form provided by your instructor.

MANAGING FINANCIAL RESOURCES
UNIT I

ASSIGNMENT SHEET #4--MAKE A SPENDING PLAN

PART A

How much money do you spend on needs? These are probably your *fixed expenses*. How much do you spend on wants? These are your *flexible expenses*. Use this page to keep a written record of how you spend your money.

	First Week Date ____ The amount of money I have at the beginning of this week is ____	Second Week Date ____ The amount of money I have at the beginning of this week is ____	Third Week Date ____ The amount of money I have at the beginning of this week is ____
Fixed Expenses	Money Spent	Money Spent	Money Spent
School Lunches Transportation School Supplies Personal Expenses: (cosmetics, haircuts, etc.) Other ____ ____ ____			
Flexible Expenses	Money Spent	Money Spent	Money Spent
Movies Hobbies Snacks Records Books and Magazines Gifts Other ____ ____ ____ Total of Money Left at End of Week			

ASSIGNMENT SHEET #4

1. By keeping this record, you will be able to see where your money is going. If you have extra money left at the end of the week, what will you do with it?

____

____

____

2. If you do not have enough money to cover your needs, what will you do?

____

____

____

3. At the end of three weeks think about the way you spend your money. Decide on any changes you want to make and then MAKE THEM. Now you are ready to design your SPENDING PLAN.

PART B

Being a consumer is very much like managing a business. Businesses are managed with a budget--a spending plan. How well you run your business of being a consumer will determine whether you bankrupt yourself, make money, or something in between. Completing the following form will help you make a spending plan.

Step 1: Write down your money sources.

	Yearly
Money from Parents (allowance/expenses)	$ ______
Earnings during School Year	______
Summer Earnings	______
Money Gifts (birthdays, holidays)	______
Other	+ ______
Total Yearly Income	______
Average Weekly Income (Total Yearly Income ÷ 52)	______

ASSIGNMENT SHEET #4

Step 2: Find out how much you are likely to spend on fixed and flexible expenses for the year and fill in the chart below. Use a piece of scratch paper for your figuring.

a. If it is a regular weekly item, multiply by 52.

Example: Religious contribution

b. For less frequent expenses, multiply the amount you spend each time by the number of times during the year.

Example: Hair cuts

My Fixed Expenses			My Flexible Expenses		Yearly
Transportation	$	______	Entertainment	$	______
Lunches		______	Refreshments		______
School Supplies		______	Hobbies		______
Personal Care Items		______	Books, Magazines, Records		______
Other	+	______	Other	+	______
Total Fixed Expenses		______	Total Flexible Expenses		______
			Total Fixed Expenses	+	______
			Total Yearly Expenses		______
			Average Weekly Expenses (Total Yearly Expenses ÷ 52)		______

Step 3: My average weekly income (Step 1) ______

Minus my average weekly expenses (Step 2) ______

Leaves my balance for weekly savings $ ______

ASSIGNMENT SHEET #4

PART C

A family spending plan is similar to your personal spending plan in that a family spending plan is determined according to their values and goals. Clothing may be very important to the Perry family, while the Kloer family may spend more for transportation because they like big cars. No one can say exactly what percentage of a budget should be spent for a category such as food, clothing, or transportation. However, we are all curious to know how our income and spending compares to other people's. Here, we will look at various incomes and spending plans and figure out some percentages of spending for an "average" family.

BUDGET

	Yearly*	Monthly	Percentage of Budget
Food	$ 3,548	296.15	24.8%
Housing	3,236	269.63	22.6%
Transportation	1,171	97.71	8.2%
Clothing, personal care	1,395	117.02	9.8%
Medical care	742	62.09	5.2%
Other consumption	786	65.42	5.5%
Personal income tax	2,010	167.02	14.0%
All other (Social security, gifts and contributions, life insurance, occupational expenses	1,442	119.12	10.0%
TOTAL	$ 14,330	1194.16	100.1%

1. a. What percent of its income does the family spend on housing? ______

   b. That percentage means that the family spends ______ ¢ out of every dollar on housing.

2. What is the biggest expense that the family has? ______

3. If people in the family could walk to work, what expense might they be able to lower? ______

4. Now let's look at another family. Their weekly take-home pay is $200. If they use the same percentages you've just read, how much money should they budget for each item on the list on the next page?

---

*Yearly budget for urban family of four enjoying what the U. S. Department of Labor considers an "intermediate level" of living.

ASSIGNMENT SHEET #4

To find out, change each percentage to a decimal (23% becomes 0.23) and multiply it by the take-home pay. Fill in the amount next to each budget item.

a. Housing 23% ________________ d. Clothing 10% ____________

b. Medical 5% ________________ e. Transportation ___________

c. Food 25% __________________ f. Other ____________________

5. Add up your answers. Does the total equal the take-home pay?

____

____

____

MANAGING FINANCIAL RESOURCES
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

1. a. 22.6%
   b. 23¢
2. Food
3. Transportation
4. a. $46.00
   b. $10.00
   c. $50.00
   d. $20.00
   e. $16.00
   f. $58.00
5. Yes

FL - 23-B

MANAGING FINANCIAL RESOURCES
UNIT I

TEST

NAME ______________________________ SCORE ________________

1. Match the roles of individuals in the economy to the correct descriptions of the roles. Place the correct numbers in the appropriate blanks.

______a. Supports government activities via taxes

______b. Buys the goods and services he/she needs and wants

______c. Earns money for self and family

1. Worker
2. Consumer
3. Citizen

2. Name the four consumer activities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Distinguish between consumer rights and responsibilities by placing a "1" before consumer rights and a "2" before consumer responsibilities. A blank may have more than one correct answer.

______a. To be heard

______b. To make intelligent choices

______c. To make legitimate complaints

______d. To safety

______e. To be informed

______f. To choose

______g. To follow directions

4. State the goal of a spending plan.

____

____

5. Arrange in order the steps in developing a spending plan by placing a "1" before the first step, a "2" before the second step, and so on.

_____a. Estimate cash available

_____b. Determine goals

_____c. Plan expenditures

6. Distinguish between fixed and flexible expenses by placing a "1" before the fixed expenses and a "2" before the flexible expenses.

_____a. Medical bills

_____b. Food

_____c. Rent or house payment

_____d. Recreation and education

_____e. Church contributions

_____f. Insurance

_____g. Car operation and repair

_____h. Payments on money borrowed

_____i. Installment payments

_____j. Utility bills

_____k. Clothing

7. Name four kinds of investments.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

8. Select from the list below factors to consider in selecting investments by placing an "X" in the appropriate blanks.

_____a. Growth possibilities

_____b. Marketability

_____c. Investor's race, age, sex, and marital status

_____d. Safety of the principle

_____e. Satisfactory and certain income

9. Match types of taxes to the correct definitions/descriptions by placing the correct numbers in the blanks provided.

    ______a. Charged when one person gives another something of substantial value

    ______b. Levied on purchases

    ______c. Levied on real property (house, land) or personal property (car, household furnishings)

    ______d. Charged on the money and other possessions that people leave to others when they die

    ______e. Charged according to individual's earnings

    1. Property taxes
    2. Income taxes
    3. Sales or excise taxes
    4. Gift taxes
    5. Estate taxes

10. Determine consumers' roles.

11. Determine value of taxes.

12. Complete a sample tax form.

13. Make a spending plan.

(NOTE: If activities 10-13 have not been accomplished prior to the test, ask your instructor when they should be completed.)

MANAGING FINANCIAL RESOURCES
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (3 points)
   - a. 3
   - b. 2
   - c. 1
2. (4 points)
   - a. Spending
   - b. Borrowing
   - c. Saving
   - d. Investing
3. (14 points)

a. 1	e. 1 and 2
b. 2	f. 1
c. 2	g. 2
d. 1	

4. (2 points)

   To manage resources (time, money, talents) in a positive way

5. (6 points)
   - a. 2
   - b. 1
   - c. 3

6. (22 points)

a. 2
b. 2
c. 1
d. 2
e. 1
f. 1
g. 2
h. 1
i. 1
j. 2
k. 2

7. (4 points)

Any four of the following:

a. Savings accounts
b. Government bonds
c. Corporation stock
d. Corporation bonds
e. Small businesses
f. Real estate

8. (10 points)

a, b, d, e

9. (10 points)

a. 4
b. 3
c. 1
d. 5
e. 2

10. Evaluated to the satisfaction of the instructor (15 points)

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (20 points)

13. Evaluated to the satisfaction of the instructor (30 points)

BUYING PRACTICES
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to demonstrate characteristics of a wise shopper. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with buying practices to the correct definitions.
2. Select from a list characteristics of a wise shopper.
3. Select from a list factors that influence consumer spending.
4. Name consumer questions to answer before deciding to buy.
5. Arrange in order steps in the decision-making process.
6. Name kinds of shopping facilities.
7. Match consumer buying guides to correct descriptions/definitions.
8. Name three benefits of advertising to the consumer.
9. Match kinds of consumer fraud to the correct descriptions.
10. Name sources of consumer protection.
11. Select from a list essentials of a written contract.
12. Discuss precautions in signing contracts.
13. Discuss when a contract becomes a defective agreement.
14. Arrange in order steps in making a consumer complaint.
15. Determine personal values.
16. Consider consumer choices.
17. Survey consumer buying habits.
18. Distinguish between planned and impulse buying.
19. Evaluate advertising.

20. Evaluate a label.
21. Evaluate a warranty.
22. Interpret a written contract.
23. Plan strategy to avoid consumer fraud.
24. Evaluate a letter of complaint.

BUYING PRACTICES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite a popular local business person to speak to the class about how business views consumers and their buying practices and about fraudulent business practices and how to avoid them.

   F. Encourage students to cut out newspaper articles relating to questionable business practices by small and large businesses in order to make a class scrapbook.

   G. Arrange for class to visit a small claims court or invite an attorney to speak to class concerning the legal rights of consumers.

   H. Have students collect free and inexpensive materials published by state and government consumer agencies, small claims courts, college and university consumer education departments, chambers of commerce, Better Business Bureau, and the Federal Trade Commission. Have a committee of students rank the publications in terms of how interesting and useful they are.

      (NOTE: Oklahoma teachers can obtain names of consumer state agencies and addresses, free and inexpensive material, and resource speakers by writing John McClure, Director of Educational Services; Department of Consumer Affairs; 460 Jim Thorpe Building; Oklahoma City, Oklahoma 73105.)

   I. Arrange for students to teach a consumer education mini-unit to a younger class. Help them to present a skit or puppet play that makes consumer information interesting and memorable for younger students. Encourage them to write songs and to prepare additional materials to help them teach the unit.

   J. Reinforce Assignment Sheet #4 with creation of collages containing pictures and words that suggest both responsible and irresponsible behavior on the parts of buyers and sellers.

   K. Collect advertisements, labels, warranties, and contracts for students to compare and use to complete assignment sheets.

L. Reinforce objective five and the decision-making process with the following activity. Divide the class into small groups so that the setting will be receptive for students to express their feelings and show opinions. Each group is assigned the following task: "You are a group to design a capsule of consumer items. The capsule will be opened in 400 years. You are limited to 10 items. What will you include?"

M. Complete a comparison shopping activity by groups, selecting a particular item and determining its cost in all shopping facilities in local area.

N. Invite an attorney to discuss the legal responsibilities involved in signing a contract.

O. Secure various contracts for students to complete Assignment Sheet #8.

P. Give test.

Q. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Determine Personal Values
2. Assignment Sheet #2--Consider Consumer Choices
3. Assignment Sheet #3--Survey Consumer Buying Habits
4. Assignment Sheet #4--Distinguish Between Planned and Impulse Buying
5. Assignment Sheet #5--Evaluate Advertising
6. Assignment Sheet #6--Evaluate a Label
7. Assignment Sheet #7--Evaluate a Warranty
8. Assignment Sheet #8--Interpret a Written Contract
9. Assignment Sheet #9--Plan Strategy to Avoid Consumer Fraud
10. Assignment Sheet #10--Evaluate a Letter of Complaint

D. Answers to Assignment Sheet #7

E. Test

F. Answers to test

III. Unit references:

A. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making*. 2nd ed. Cincinnati: South-Western Publishing Co., 1977.

B. Oppenheim, Irene. *Consumer Skills*. Peoria, Illinois: Charles A. Bennett, Inc., 1977.

C. *The Butterick Consumer Education Series*. New York: Butterick Publishing, 1977.

BUYING PRACTICES
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Impulse buying Purchasing without thinking if items are needed

B. Decision making Considering available alternatives and determining the best choice

C. Values Ideas, beliefs, and feelings that are important to us and influence what we do

(NOTE: Values serve as guides in developing goals.)

D. Goals Aims toward which an individual works

E. Short term goals Aims that are set for the near future, e.g., today, tomorrow, this week, this month

F. Long-range goals Aims that may not be reached for years

G. Wants Desires, NOT necessities

H. Needs Items one is unable to live without

Examples: Food, clothing, shelter

I. Resources All the ways and/or means used to obtain needs and wants

(NOTE: Resources are limited while wants may seem unlimited.)

J. Alternatives Any of two or more ideas from which a choice must be made

(NOTE: The more skills and knowledge one accumulates the more alternatives one has in decision making.)

K. Contract Agreement between two or more competent parties that creates an obligation enforceable by law

L. Fraud Something that is said or done that deceives, tricks, or cheats a consumer

M. Comparative buying Securing information from several sources about quality, characteristics, services, and cost of a product before purchase

INFORMATION SHEET

N. Rational appeals- Advertising that centers on logic by providing basic facts and information

O. Emotional appeals-Advertising that involves attitudes and excites people to buy even if the decision to buy is not a logical one

(NOTE: In many advertisements, rational and emotional appeals overlap.)

II. Characteristics of a wise shopper (Assignment Sheets #1 - #9)

A. Realizes that buying is a matter of making many kinds of choices

B. Determines values and goals

C. Distinguishes between wants and needs

(NOTE: A wise shopper shops to fill those needs rather than to satisfy impulses.)

D. Bases buying on a spending plan

E. Compares prices and stores

F. Uses consumer buying guides

Examples: Reads labels, learns standards and grades, evaluates advertisements and warranties, secures product information using *Consumer Reports, Consumer's Research Magazine,* and *Changing Times*

(NOTE: The United States government produces a wide variety of booklets for consumers. The main source for government booklets is the Consumer Information Center, Pueblo Colorado 81009.)

III. Factors that influence consumer spending (Assignment Sheets #1, #2, and #3)

A. Family situation

Examples: Income, family size, life cycle state, life-styles

B. Values (Assignment Sheet #1)

C. Peer influence

INFORMATION SHEET

D. Changing social patterns

Examples: Americans are working fewer hours and have more leisure time; national desire for eating out and for convenience foods; cashless society

E. Mood

F. Credit

G. Advertising (Assignment Sheet #5)

H. State of the economy

I. Attitudes about the future

(NOTE: We tend to spend more freely if we feel good about the future.)

IV. Consumer questions to answer before deciding to buy (Assignment Sheets #2 and #4)

(NOTE: Such questions answered tend to limit impulse buying, one of the chief reasons for wrecked spending plans or budgets.)

A. Do I really need it? If so, why?

B. Is it worth the cost in terms of my effort to earn the money?

C. Is there a better use for the money?

D. Am I buying it to do as others do? To show off? To make someone envious? To make myself feel important?

E. If I must buy on credit, is it worth the extra money spent on cred[illegible]

V. Decision making steps

(NOTE: Buying is always a matter of making decisions. Choices must be made between wants and needs, between one product and another of the same kind, between two entirely different kinds of products, or between spending your money now or saving it.)

A. State or define the problem

B. Get the facts

Examples: Advertisements, labels, warranties, consumer magazines

INFORMATION SHEET

C. Consider resources and alternatives

Examples: Types of products, shopping facilities, sources of consumer protection

D. Make a decision

(NOTE: Relate problem and possible decisions to personal goals and values.)

E. Carry out the decision

F. Evaluate the results

(NOTE: This is a continuing process.)

VI. Shopping facilities

A. Retail stores

Examples: Department, specialty, variety, discount

B. Nonstore retailers

Examples: Direct door-to-door, mail order, vending machines

C. Cooperatives

(NOTE: A cooperative is formed by a group for the purpose of buying merchandise jointly at reduced prices.)

VII. Consumer buying guides (Assignment Sheets #5, #6, and #7)

(NOTE: These specific buying guides are a source of information and knowledge to consumers.)

A. Advertising Devices designed to inform consumers and to sell goods and services offered by advertisers

B. Brand names Devices used to encourage people to ask for the product again after using it the first time

C. Standards Measures of quantity, weight, and extent

Examples: Pound, gram, foot, meter, gallon, liter, shirt and shoe sizes

D. Grades Term applied to standards of quality when more than one quality of a particular good is defined

Examples: Eggs, meat

E. Labels Written statements attached to articles or products describing their main characteristics

INFORMATION SHEET

F. Warranty-Promise made by seller that an article will operate in a specific way or that it has a certain specific quality on which the buyer has a legal right to buy

(NOTE. *Express warranties* are assurances of quality or a promise of performance by the seller. *Implied warranties* are obligations imposed by law. For example, the buyer has a right to expect that the article purchased will serve the purpose for which it is advertised.)

VIII. Benefits of advertising to the consumer (Assignment Sheet #5)

A. Educational value

B. Product information

C. Economic benefits

IX. Kinds of consumer fraud (Assignment Sheet #5)

A. Swindle-Getting money or property from consumers under false pretenses

B. Home improvement fraud-Door-to-door sales for items like roofing, aluminum siding, lightning rods, paint

(CAUTION: These people may appear at your door and say they were in the neighborhood and happened to notice that you are in need of roof repair . . . or they may pose as inspectors. These salespersons will offer all kinds of proof that you need certain items. Regardless of the method of persuasion used, there will be strong pressure for you to sign a contract at once which usually requires a down payment or deposit. The verbal guarantees and promises will not be written in the contract. If you sign the contract, the worker may start the job and then disappear later or you may find the materials are of inferior quality. ALWAYS DO BUSINESS WITH A LOCAL, ESTABLISHED BUSINESS WITH A GOOD REPUTATION. ALWAYS GET COMPETITIVE BIDS ON REPAIR OR FIX-UP JOBS.)

C. Deceptive pricing-Consumers are told this is the "sale of the century;" if they had bought it last week, it would have been cheaper

(CAUTION: IT IS REALLY NO SALE AT ALL!)

D. Mail order fraud-Companies offering merchandise through the postal system

(CAUTION: Avoid some of the mail order problems by asking yourself: Does the offer seem too good to be true? Does the company offer a money-back guarantee? Is the company known as a reliable one?)

E. Bait and switch-Advertising at a cut-rate price with no mention that only a few such items are available at that price; lures customers into store for higher priced item

INFORMATION SHEET

F. Fictitious pricing/misrepresentation--Making false or exaggerated claims about the quality and performance of a product

Examples: Overstating the "manufacturer's suggested price" to convince the buyer that the advertised price is a special bargain

Advertising "50% off the regular price" when the seller has never sold the goods before

G. Unordered product--Sending items to customer without customer's request, followed by a letter demanding payment

(NOTE: Consumers should be aware that they are under no obligation to make payment for unordered products sent through the mail, nor are they under any obligation to return the merchandise.)

H. Contest fraud--Consumers are informed that they have "won" a prize and must purchase something to obtain their prize

I. Earn-money-at-home fraud--Offers for persons to increase their income without leaving their residence

(CAUTION: If person is required to buy anything in order to qualify for work, BE SUSPICIOUS.)

X. Sources of consumer protection

A. Federal consumer agencies

Examples: Department of Agriculture, Civil Aeronautics Board (CAB), Department of Commerce, Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Federal Trade Commission (FTC), Government Printing Office (publications of interest to consumers are listed in the free pamphlet *Consumer Information*), Food and Drug Administration (FDA), Office of Consumer Affairs (OCA)

B. State and local consumer agencies

(NOTE: City and county health, welfare, fire, and police departments may assist with consumer problems. Local newspapers often give information as to where consumers can get help.)

INFORMATION SHEET

C. Private sources

Examples: Consumers Federation of America (CFA), Consumers' Research, Inc. (publishes *Consumers' Research Magazine*), Consumers Union of the United States, Inc., (publishes *Consumer Reports*)

D. Seals of approval

Examples: Good Housekeeping, Underwriter's Laboratory

E. Professional associations

Examples: American Dental Association, American Home Economics Association, American Medical Association

F. Better Business Bureaus

XI. Essentials of a written contract (Assignment Sheet #8)

(NOTE: Generally, there are two main types of contracts, oral and written. A contract should be written instead of oral when there is any chance for misunderstanding or disagreement between the parties or when a written contract is required by law.)

A. Date and place of agreement

B. Names and identification of parties entering into agreement

C. Statement of agreement covered by contract

D. Statement of money, services, or goods given in consideration of agreement

E. Signatures of both parties or signatures of legal agents

F. Signatures of witnesses in accordance with provisions of law when witnesses are required

XII. Precautions in signing contracts

A. Read entire contract before you sign

(NOTE: Take contract home to read thoroughly or ask an attorney for advice.)

B. Ask for explanation of parts you do not understand

C. Make sure contract states all conditions and promises as you understand them

INFORMATION SHEET

D. Do not accept your copy without signature of other party on contract

E. Keep your copy of the contract in a safe place

F. Never sign a contract with blank lines

XIII. When a contract becomes a defective agreement

A. If there is fraud in the form of misrepresentation or concealment of vital facts

B. If a person makes an agreement as a result of threat or the use of violence

C. If there has been undue and unfair influence and pressure to the extent that one person has not reached the agreement through the free exercise of his/her own judgment

XIV. Steps in making a consumer complaint (Assignment Sheet #10)

A. Return to place where you purchased the item or service and explain your problem in a factual manner

(NOTE: Most reputable stores, agencies, and service providers will try to help you.)

B. Write to the manufacturer if store is unable or unwilling to help you

(NOTE: Most libraries have references with the addresses of large manufacturers. Address your letter to the service department, a particular official if you can find the name of one, or just to the president of the company.)

C. Report action to appropriate agency and organization if manufacturer is unresponsive

Examples:

Agency	**Complaints Handled**
City & county consumer protection agencies	Fraud, sales deception, false advertising, other shopping complaints.
State attorney general	As above, plus complaints concerned with possible criminal gyps and frauds. Also, violation of state credit regulations.
Consumer action lines Examples: Newspapers, toll-free numbers	Any consumer complaint

INFORMATION SHEET

Agency	Complaints Handled
Local Food & Drug Administration office (check phone book under U.S. Government)	Adulterated food, drugs, cosmetics. Mislabeling of same.
Regional offices of Federal Trade Commission. Get addresses from FTC, Washington, D.C. 20580	Deceptive business practices, misleading or fraudulent ads involving interstate companies. Illegal credit practices. Misleading fabric care and content labeling.
National Highway Traffic Safety Administration, Office of Public Affairs and Consumer Services, 400 Seventh St., S.W., Washington, D.C. 20590	Safety problems with cars, tires, motorcycles, children's car seats.
Consumer Advocate, U.S. Postal Service, Rm. 5920, L'Enfant Plaza West, S.W., Washington, D.C. 20260	Postal service complaints, such as rude clerks, long service lines, lost or damaged packages.
Office of Consumer Affairs, Civil Aeronautics Board, 1825 Connecticut Ave., N.W., Washington, D.C. 20428	Problems involving air travel and shipments (domestic and international).
Office of Consumer Affairs, Dept. of Health, Education and Welfare, 330 Independence Ave., S.W., Washington, D.C. 20201	Any type of problem which will either be handled directly or referred to the proper agency.
Consumer Product Safety Commission, Washington, D.C. 20207	Unsafe products, including household appliances, housewares, dangerous packaging, garden tools, textile items, toys. 24-hour hotline available for serious complaints: continental U.S., except Md., 800 638-2666; Md., 800 492-2937.
Council of Better Business Bureaus, 1150 Seventeenth St., N.W., Washington, D.C. 20036	Misleading business practices, fraudulent ads of national companies, other types of deception. Also, national fund-raising gyps.
Your local Better Business Bureau	Same as above, but involving local business complaints.
Major Appliance Consumer Action Panel, 20 N. Wacker Dr., Chicago, Ill. 60606	Problems with major appliances and repairs if dealer or manufacturer is not responsive.

D. Consult legal advice if necessary

Examples: Private attorney; legal aid group; small claims court; city, county, or state prosecutor

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #1-DETERMINE PERSONAL VALUES

If you could buy anything in the world, where would you look first to help you make a good choice?

You would take a good look at yourself! The way you spend your money should be very satisfying to you. You should use money to obtain what you need and what you desire. A clear view of yourself and your values helps you to make personal choices that reflect what is most important to you.

What Are Values?

Values are big, generalized ideas of what is important to you. They can be positive, constructive ideas. Values are your guides to progress.

You are not born with values. You learn them from your family, your friends, the people around you, and from your experiences.

Values are very personal and differ for all individuals. Free time may be very important to Donald, but not to Cindy. Cindy may be willing to put in more time on her job than Donald because getting ahead is very important to her.

Despite our differences, many of us share the same values. Think of your closest friends. Don't you tend to think alike about what is important? Everyone, of course, has many values, but certain values are more important than others. They are said to have *priority* over the others.

Even though you may not yet be sure which values have priority for you, it is helpful in looking at yourself to try to list your values.

Below are 20 generally accepted values. Check the ones that are important to you and list them in the order in which they have priority.

______ happy family living

______ independence

______ respect for authority

______ religion

______ helpfulness

______ equal rights

______ physical health

______ conformity

______ social prestige

______ economy

______ excellence in work

______ friendship

______ recognition

______ individuality

______ material wealth

______ education

______ new experiences (change)

______ security

______ influence

______ self-improvement

ASSIGNMENT SHEET #1

These values are most important to me:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #2 CONSIDER CONSUMER CHOICES

Buying is always a matter of making choices. Choices must be made between wants and needs; between one product and another of the same kind; between two entirely different kinds of products; or between spending your money now or saving it. Do you consider the choices available to you as a consumer?

1. Write down a major purchase (over $10.00) you made in the past six months or that someone made for you. ______________________________

2. Was it a "need" or a "want"? ______________________________

3. How do you know? ______________________________

   ____

4. What made you want to buy the item? List as many reasons as you can remember, starting with the most important.

   ____

   ____

   ____

   ____

   ____

5. List five other things you could have bought with the same money.

   ____________________ ____________________

   ____________________ ____________________

   ____

6. How much money can you earn in an hour? __________ How many hours would you have to work to earn the money to pay for your purchase?

   ____

7. If a rich aunt suddenly gave you $500, how would you spend it? Make a shopping list on the next page and indicate on the line to the right of each item whether it is something you want or something you need.

ASSIGNMENT SHEET #2

Item	Want or Need	Cost

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #3 SURVEY CONSUMER BUYING HABITS

PART A

1. In this activity you will be looking at your buying habits and comparing them to the habits of other people in your class and community. Before you go any further answer questions 1-5 on the next page. Circle your answers.

2. Finished? Now jot down the answers again in the space here. (You will be turning in the next sheet, and you don't want to forget what you've written.)

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

3. What do your answers say about you as a person and about your values?

   ____
   ____
   ____
   ____

4. Turn in the next sheet of paper. As a class add up how each of you answered on the five questions. What do the answers show about the values of your class?

   ____
   ____
   ____
   ____

5. Are your values different from those of the class? __________

   How? ______________________________
   ____
   ____
   ____

6. If you like, you may use the questions on the next sheet to find out about buying habits of people in your communtiy.

ASSIGNMENT SHEET #3

1. When buying yogurt, you look for
   a. the best-known brand.
   b. a brand without artificial ingredients.
   c. the least expensive brand.
   d. the brand with the fewest calories.

2. When shopping for jeans, you buy
   a. the most famous brand.
   b. the brand that fits best although it isn't as well known.
   c. a new style of jeans, one that will make you stand out a little in your crowd.
   d. jeans that will wear the longest.

3. When getting a haircut (and paying for it yourself), you worry most
   a. that your friends won't like it.
   b. that it will be too short.
   c. that the price is high.
   d. that it will be hard to keep up.

4. When buying shampoo you look for
   a. a brand intended for dry or oily hair.
   b. a new brand whose advertisements you like.
   c. the brand your friends use.
   d. a brand whose fragrance you like.

5. When you make a purchase, you are most influenced by
   a. your parents.
   b. your friends.
   c. advertisements.
   d. your teacher.

ASSIGNMENT SHEET #3

PART B

Let's take a close look at your personal buying habits. Using a recently purchased item, complete the following questions to determine influences on your buying habits.

1. What did you buy? ____________________
2. Was it a planned purchase or a spur-of-the-moment one? ____________
3. Did advertisements affect your decision? How? ____________________

   ____
4. How was the item displayed? ____________________

   ____
5. What attracted you to the display? ____________________

   ____
6. How did salespeople influence you? ____________________

   ____
7. Did you compromise in any way? (i.e., Was it exactly what you wanted?)

   ____
8. Was there anything you considered buying but decided against? Why?

   ____
9. Why did you go to this particular store? ____________________

   ____
10. How would you describe your basic shopping habits? ____________

    ____

    ____

    ____

    ____

    ____

    ____

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN PLANNED AND IMPULSE BUYING

Imagine yourself in a situation trying to decide between a needed and a wanted purchase. Describe the setting below (type of store, what attracts you to the impulse item, what it looks like) and write down the arguments for "Impulse" and "Reason" that influence you.

Setting: ____________________

REASON	IMPULSE

Who wins? __________ Why? ____________________

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #5--EVALUATE ADVERTISING

PART A

Many commercials tell consumers that they have a "problem," which can be solved only by the use of their product. For example, if your problem is that your dishes are dirty even after you wash them, then what you need is Brand X detergent. Not only will your dishes be clean, but you will have lots of friends and romances.

Choose an advertisement from TV or from a newspaper.

1. What is the product being advertised? ______________________

   Briefly describe the commercial. ______________________

   ____

2. What is the problem that the commercial says you have? __________

   ____

3. How will the product help solve the problem? ________________

   ____

4. Does the commercial say, or suggest, that in addition to solving your problem, you will derive extra benefits from using the product? __________

   If so, what are they? ______________________________

   ____

5. Watch TV for an hour, keeping track of the commercials.

   How many ads were there in the hour? ______________________

   How many minutes did they take? ______________________

   Were there any commercials for products that are harmful to people?

   ____

   If so, what were they? ______________________________

   ____

ASSIGNMENT SHEET #5

6. In class, work with a group of other students and compare your answers to question five. Find the average number of commercials per hour and the number of minutes used. Record your findings below.

____

____

PART B

1. When the advertising team put together their TV commercial, they made it emotionally appealing partly by choosing ingredients that would be attractive to our eyes and ears. Choose an especially effective TV commercial and decide what the admaker did to make the advertisement attractive.

____

____

2. All admakers must consider these same areas, but obviously the ingredients that work for a TV or magazine ad can't be used as well in a radio ad and vice versa. On which ingredients does the magazine ad rely? ____________

A radio ad? ______________________________

3. Find a magazine ad that you consider especially effective.

Describe the ingredients that make it appealing: ____________

____

____

____

____

4. Now rework the ad so you can present it in front of the class as a 30-second radio commercial. (You may want to use music or sound effects for your presentation.) Remember, the ideas communicated through color and pictures must now be conveyed through sound. Write what you will say below:

____

____

____

____

ASSIGNMENT SHEET #5

PART C

Advertisers haven't forgotten that many consumers are children, and they aim millions of dollars worth of advertising toward this audience. Since a lot of little children can't read, most advertising aimed toward them appears as television commercials on Saturday and Sunday mornings. Using this sheet to keep a record, watch TV for an hour or so on one of these mornings.

Read this questionaire before you start.

1. How many ads did you see in an hour? ______________________________
2. How many minutes were taken by commercials? ______________________
3. List the products that were advertised: ___________________________
4. What kinds of products were advertised most frequently? ___________
5. What appeals were used most frequently? __________________________
6. Describe one commercial in detail, including in your description the product advertised and the appeals used in the ad. Also describe how the ad looked and sounded. Do you think it was a successful ad? Why?

ASSIGNMENT SHEET #5

PART D

Using advertising constructively is a consumer challenge. Advertising is all around us--on billboards and signs; in newspapers, magazines, and circulars; and on radio and television. Through advertising, information is relayed from manufacturers to consumers. On the other hand, advertisements tempt us to buy in many ways. Some appeal to emotions--the need for love or acceptance by others. Often people plan their shopping with the help of advertisements.

Advertisements should be studied from two points of view: (1) for information about the product and (2) for deceptive or misleading statements. Use the checksheet below to analyze an advertisement of your choice. Attach or describe the advertisement on the back of the next sheet.

1. Do you need the item advertised?

   ____

   ____

2. What does the product contain and how is it made?

   ____

   ____

3. Is the product beneficial?

   ____

   ____

4. How economical is the product?

   ____

   ____

5. How long will the product last?

   ____

   ____

6. How does its price compare with the prices of similar products?

   ____

   ____

ASSIGNMENT SHEET #5

7. Does the item carry any seals identifying its quality or any evidence of authoritative scientific tests?

8. What proof is used to back up the statements?

9. Are there any service or maintenance problems?

10. Are any of the advertising statements evasive or misleading?

11. Does the advertisement appeal to your intelligence or your emotions?

12. Does the advertisement make you feel confident that, if you buy, you will be a satisfied customer?

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #6--EVALUATE A LABEL

Good informative labels can provide the kind of information one wants and needs for the selection of products. Good labeling gives not only quality standards and grades but also important facts that you, as a consumer, may want.

The buyer should read labels carefully to obtain information with regard to (a) the weight or the volume, (b) the grade or the quality, and (c) an analysis or a description of the contents.

Select at least two different kinds of labels (e.g., food label, clothing label, cosmetic or personal product label) and evaluate each using the checksheet. Attach labels to this assignment sheet.

LABEL INFORMATION	LABEL #1	LABEL #2
Specific descriptive statements		
Facts regarding quality		
Facts regarding quantity		
Grades or other similar designations		
Certificate or other mark of approval or guarantee		
Instructions for proper use and care		
WARNINGS		

1. Which label contained the most complete information?

   ____

2. What other information would be useful?

   ____

   ____

3. Do you think labeling should be more strict? Why or why not?

   ____

   ____

   ____

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #7--EVALUATE A WARRANTY

A limited warranty must clearly state what it does and does not cover. It must also tell where and how to get the service guaranteed under the warranty. Do you think the warranty printed below includes all the necessary information?

Sanasoonic Company, MNH, or SSC will repair and exchange parts for this tape recorder free of charge in the U.S.A. and Puerto Rico in the event of a manufacturing defect, as follows:

PARTS. New or comparable rebuilt parts in exchange for defective parts for one (1) year after original purchase.

BATTERIES (For Battery-Operated Tape Recorders). New batteries in exchange for original batteries which fail to operate within ten (10) days after original purchase.

LABOR. Carry-in service for ninety days after original purchase.

SERVICE. Carry-in service can be obtained during the labor warranty period by bringing your unit to any Sanasoonic Servicenter. To locate the Sanasoonic Servicenter nearest your home, refer to the Sanasoonic Servicenter directory enclosed with your tape recorder.

PARTS EXCHANGE. After your labor warranty period is over, any defective part can be exchanged under the parts warranty by bringing it to any Sanasoonic Servicenter. Labor for removal and installation is available at your expense.

A purchase receipt or other proof of date of original consumer purchase will be required before warranty performance is rendered.

This warranty covers normal consumer use and does not cover damage which occurs in shipment or failure which results from alteration, accident, misuse, abuse, neglect, installation, improper maintenance, or commercial use.

This warranty gives you specific legal rights and you may also have other rights which vary from state to state.

If a problem with this Sanasoonic tape recorder develops during or after the warranty period, first contact your Sanasoonic dealer or Sanasoonic Servicenter. If the problem is not handled to your satisfaction, then write to the Sanasoonic Consumer Affairs Division.

After you have read the warranty, write answers to the questions below.

1. a. How long are defective parts covered under this warranty? __________

   b. What could you do about a part that breaks after the labor warranty period ends? ______________________________

ASSIGNMENT SHEET #7

2. a. How long are batteries covered? ____________________

   b. Which do you think would ordinarily wear out first, parts or batteries?

   ____

   c. If a warranty included only one or the other which would you want to be sure to have covered?

   ____

   Why? ____________________

3. a. How long is labor covered under this warranty? ____________________

   b. What do you think "carry-in service" means? ____________________

4. This warranty does not cover certain kinds of damage. Describe something that could happen to the tape recorder that would not be covered by the warranty.

   ____

   ____

   ____

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #8--INTERPRET A WRITTEN CONTRACT

A contract is an agreement between two or more competent parties that creates an obligation enforceable by law. If one of the parties does not carry out his or her part of the agreement, the other party may resort to court action. IT IS IMPORTANT THAT YOU READ AN ENTIRE CONTRACT BEFORE YOU SIGN. Ask for an explanation of parts you do not understand.

A legally binding contract has four parts:

> The parties involved must agree on all the terms.
>
> There must be some consideration, that is, something of value must be exchanged.
>
> The parties making the agreement must be competent. For example, if a person is senile or a minor, she/he is not usually considered a responsible party in the eyes of the law.
>
> The purpose of the contract must be lawful. For example, illegal bets cannot be enforced through a court of law.

Obtain contract and answer the following questions relating to the essentials of a written contract.

1. What is the date and place of the agreement? ______________________

2. Who are the parties entering into the agreement?

   ____

   ____

3. What is the agreement covered by the contract?

   ____

   ____

   ____

   ____

4. What is the statement of the money, services, or goods given in consideration of the agreement?

   ____

   ____

   ____

ASSIGNMENT SHEET #8

5. Are the necessary signatures contained on the contract? Explain.

____

____

____

____

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #9--PLAN STRATEGY TO AVOID CONSUMER FRAUD

PART A

Frauds work because some people believe they'll get something for nothing. People who follow the advice given in the chart below are protecting themselves from swindlers. Read the suggestions for avoiding fraud and check off the columns that indicate your reactions to the suggestions. You may check off one or several columns for each item.

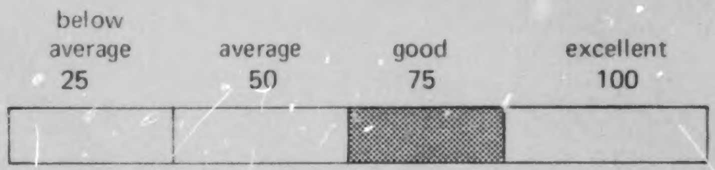
I usually follow this advice.	Forgetting to follow this advice has caused problems for me.	I hope to improve in this area.	I think that most people could improve in this area.		
				1.	Don't buy something without comparing prices and value.
				2.	Don't sign a contract without reading and understanding everything in it.
				3.	Don't believe that you'll get something for nothing.
				4.	Don't buy something without examining its warranty.
				5.	Don't let a salesperson pressure you or scare you into buying.
				6.	Don't believe that a special low price will be given to you alone.
				7.	Don't forget to find out how much it will cost to buy on credit.
				8.	Don't rush into buying something without thinking it over.

ASSIGNMENT SHEET #9

PART B

Imagine that you've been hired as a special fraud fighter for a community where bait-and-switch schemes, repair frauds, scare tactics, and other swindles are common. You've come up with some ideas about how to solve the problems, and you're trying to decide how well each of your ideas will work.

Rate each idea on a hundred point scale, giving your highest ratings to the best ideas on the list. Fill in the bar graph that follows each idea to show how you rate it. For example, an idea you consider good and rate as a 75 would be indicated like this:



Be ready to explain why you rated each idea as you did.

1. Arrange to give consumer education courses in the local schools. 25 50 75 100
2. Set up a local consumer protection office where people can bring problems and get advice. 25 50 75 100
3. Begin a series of television announcements to explain how frauds work. 25 50 75 100
4. Require all salespeople to get licenses from the police. 25 50 75 100
5. Increase police protection in shopping areas. 25 50 75 100
6. Begin a consumer hotline telephone service to provide recorded explanations of frauds that are currently causing problems. 25 50 75 100
7. Organize a letter writing campaign to the Federal Trade Commission concerning the most widespread problems. 25 50 75 100
8. Try to persuade newspapers and radio and television stations to refuse advertising for stores and companies that fail to build a good reputation. 25 50 75 100

ASSIGNMENT SHEET #9

9. Encourage the small claims court to increase its evening and Saturday hours.

25	50	75	100

10. Lobby for stronger consumer protection laws at the national level.

25	50	75	100

11. Lobby for stronger consumer protection laws at the state level.

25	50	75	100

After you finish your bar graphs, place an * next to the idea on the list that you consider the best one. Now, why did you consider this idea the best?

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #10--EVALUATE A LETTER OF COMPLAINT

Perhaps you've had trouble with something you've bought. Can you write a good letter explaining what you think should be done? Assume that you've written the letter of complaint printed here. After reading the letter, answer the questions on the next page.

____
(Your street address)

____
(Your city, state, and zip code)

____
(Today's date)

Robert Gauntlett
Customer Service Manager
Jeans and Shirts, Incorporated
631 Fifth Avenue
Iowa City, Iowa 52240

Dear Mr. Gauntlett:

On June 17, 19____, I paid $7.95 for a patchwork shirt made by Jeans and Shirts, Incorporated. I bought it at JEAN SCENE, which is located at 2525 W. 39th in ______________________________(your city and state). A copy of the sales slip is enclosed. Although I followed the washing instructions on the label, the first time the shirt was washed, it was completely ruined. The colors ran together and most of the seams came apart.

Bill Johnson, the manager of JEAN SCENE, refused to return my money when I brought the shirt back on June 23, 19____. I feel that Jeans and Shirts, Incorporated should refund the purchase price to me.

Sincerely,

____

ASSIGNMENT SHEET #10

1. Why should you be sure to include your own address and the date when you write a business letter?

    ____

2. What are the advantages of finding the name of one of the company's executives and addressing your letter to him or her?

    ____

3. Where might you be able to get a company's address? ______________

    ____

4. What does this letter say that the company should do? ______________

    ____

5. Why would it be a good idea to keep a copy of your letter for yourself?

    ____

    ____

6. Would you send your original warranty and sales slip with a letter of complaint?

    ____

    Why or why not? ______________________________

    ____

    ____

BUYING PRACTICES
UNIT I

ANSWERS TO ASSIGNMENT SHEET #7

1. a. One (1) year after original purchase

   b. Any defective part can be exchanged under the parts warranty by bringing it to any Sanasoonic Servicenter. Labor for removal and installation is available at your expense

2. a. 10 days

   b. Batteries

   c. Parts; evaluated to satisfaction of instructor

3. a. Carry-in service for 90 days after original purchase

   b. Customer brings appliance to repair shop or servicenter

4. Evaluated to satisfaction of instructor

FL - 77-B

BUYING PRACTICES
UNIT II

TEST

NAME__________________________________ SCORE_________________

1. Match terms associated with buying practices to the correct definitions by placing the correct numbers in the blanks provided.

_____a. Advertising that involves attitudes and excites people to buy even if the decision to buy is not a logical one

_____b. Items one is unable to live without

_____c. Ideas, beliefs, and feelings that are important to us and influence what we do

_____d. Any of two or more ideas from which a choice must be made

_____e. Aims that may not be reached for years

_____f. Considering available alternatives and determining the best choice

_____g. Securing information from several sources about quality, characteristics, services, and cost of a product before purchase

_____h. Aims toward which an individual works

_____i. Purchasing without thinking if items are needed

_____j. Agreement between two or more competent parties that creates an obligation enforceable by law

_____k. Aims that are set for the near future, e.g., today, tomorrow, this week, this month

1. Impulse buying
2. Decision-making
3. Values
4. Goals
5. Short-term goals
6. Long-range goals
7. Wants
8. Needs
9. Resources
10. Alternatives
11. Contract
12. Fraud
13. Comparative buying
14. Rational appeals
15. Emotional appeals

______l. Something that is said or done that deceives, tricks, or cheats a consumer

______m. All the ways and/or means used to obtain needs and wants

______n. Advertising that centers on logic by providing basic facts and information

______o. Desires, NOT necessities

2. Select from the list below characteristics of a wise shopper by placing an "X" in the appropriate blanks.

______a. Values salesperson's advice

______b. Compares prices and stores

______c. Uses consumer buying guides

______d. Realizes that buying is a matter of making many kinds of choices

______e. Purchases most expensive items

______f. Determines values and goals

______g. Purchases large quantities

3. Select from the list below factors that influence consumer spending by placing an "X" in the appropriate blanks.

______a. Family situation

______b. Peer influence

______c. Credit

______d. Advertising

______e. Attitudes about the future

______f. Values

4. Name three consumer questions to answer before deciding to buy.

a.____

b.____

c.____

5. Arrange in order the following steps in the decision-making process. Place a "1" by the first step, a "2" by the second step, and so on.

______a. Consider resources and alternatives

______b. Get the facts

______c. Carry out the decision

______d. State or define the problem

______e. Evaluate the results

______f. Make a decision

6. Name kinds of shopping facilities.

a.____

b.____

c.____

7. Match consumer buying guides on the right to correct descriptions/definitions by placing the correct numbers in the blanks provided.

______a. Measures of quantity, weight, and extent

______b. Promise made by seller that an article will operate in a specific way or that it has a certain specific quality on which the buyer has a legal right to buy

______c. Devices used to encourage people to ask for the product again after using it the first time

______d. Written statements attached to articles or products describing their main characteristics

______e. Devices designed to inform consumers and to sell goods and services offered by advertisers

______f. Term applied to standards of quality when more than one quality of a particular good is defined

1. Advertising
2. Brand names
3. Standards
4. Grades
5. Labels
6. Warranty

8. Name three benefits of advertising to the consumer.

a. ____

b. ____

c. ____

9. Match kinds of consumer fraud to the correct descriptions by placing the correct numbers in the blanks provided.

______a. Making false or exaggerated claims about the quality and performance of a product

______b. Advertising at a cut-rate price with no mention that only a few such items are available at that price; lures customers into store for higher priced item

______c. Consumers are informed that they have "won" a prize and must purchase something to obtain their prize

______d. Getting money or property from consumers under false pretenses

______e. Sending items to customer without customer's request, followed by a letter demanding payment

______f. Offers for persons to increase their income without leaving their residence

______g. Door-to-door sales for items like roofing, aluminum siding, lightning rods, paint

______h. Companies offering merchandise through the postal system

______i. Consumers are told this is the "sale of the century;" if they had bought it last week, it would have been cheaper

1. Swindle
2. Home-improvement fraud
3. Deceptive pricing
4. Mail order fraud
5. Bait and switch
6. Fictitious pricing/misrepresentation
7. Unordered product
8. Contest fraud
9. Earn-money-at-home fraud

10. Name three sources of consumer protection.

a. ____

b. ____

c. ____

11. Select from the list below essentials of a written contract by placing an "X" in the appropriate blanks.

______a. Date and place of the agreement

______b. Race, age, sex, and marital status

______c. Statement of money, services, or goods given in consideration of agreement

______d. Signatures of both parties or signatures of legal agents

______e. Social security number

______f. Names and identification of parties entering into agreement

______g. Statement of agreement covered by contract

12. Discuss precautions in signing contracts.

13. Discuss when a contract becomes a defective agreement.

14. Arrange in order steps in making a consumer complaint by placing a "1" by the first step, a "2" by the second step, and so on.

______a. Consult legal advice if necessary

______b. Write to the manufacturer if store is unable or unwilling to help you

______c. Report action to appropriate agency and organization if manufacturer is unresponsive

______d. Return to place where you purchased the item or service and explain your problem in a factual manner

15. Determine personal values.

16. Consider consumer choices.

17. Survey consumer buying habits.

18. Distinguish between planned and impulse buying.

19. Evaluate advertising.

20. Evaluate a label.

21. Evaluate a warranty.

22. Interpret a written contract.

23. Plan strategy to avoid consumer fraud.

24. Evaluate a letter of complaint.

(NOTE: If activities 15-24 have not been accomplished prior to the test, ask your instructor when they should be completed.)

BUYING PRACTICES
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (15 points)

   a. 15
   b. 8
   c. 3
   d. 10
   e. 6
   f. 2
   g. 13
   h. 4
   i. 1
   j. 11
   k. 5
   l. 12
   m. 9
   n. 14
   o. 7

2. (14 points)

   b, c, d, f

3. (12 points)

   a, b, c, d, e, f

4. (3 points)

   Any three of the following:

   a. Do I really need it? If so, why?
   b. Is it worth the cost in terms of my effort to earn the money?
   c. Is there a better use for the money?
   d. Am I buying it to do as others do? To show off? To make someone envious? To make myself feel important?
   e. If I must buy on credit, is it worth the extra money spent on credit?

5. (12 points)

a.	3	d.	1
b.	2	e.	6
c.	5	f.	4

6. (3 points)

a. Retail stores

b. Nonstore retailers

c. Cooperatives

7. (6 points)

a.	3	d.	5
b.	6	e.	1
c.	2	f.	4

8. (3 points)

a. Educational value

b. Product information

c. Economic benefits

9. (9 points)

a.	6	d.	1	g.	2
b.	5	e.	7	h.	4
c.	8	f.	9	i.	3

10. (3 points)

Any three of the following:

a. Federal consumer agencies

b. State and local consumer agencies

c. Private sources

d. Seals of approval

e. Professional associations

f. Better Business Bureaus

11. (14 points)

a, c, d, f, g

12. (4 points)

Discussion should include:

a. Read entire contract before you sign

b. Ask for explanation of parts you do not understand

c. Make sure contract states all conditions and promises as you understand them

d. Do not accept your copy without signature of other party on contract

e. Keep your copy of contract in a safe place

f. Never sign a contract with blank lines

13. (4 points)

Discussion should include:

a. If there is fraud in the form of misrepresentation or concealment of vital facts

b. If a person makes an agreement as a result of threat or the use of violence

c. If there has been undue and unfair influence and pressure to the extent that one person has not reached the agreement through the free exercise of his/her own judgment

14. (8 points)

a.	4	c.	3
b.	2	d.	1

15. Evaluated to the satisfaction of the instructor (10 points)

16. Evaluated to the satisfaction of the instructor (10 points)

17. Evaluated to the satisfaction of the instructor (10 points)

18. Evaluated to the satisfaction of the instructor (5 points)

19. Evaluated to the satisfaction of the instructor (15 points)

20. Evaluated to the satisfaction of the instructor (10 points)

21. Evaluated to the satisfaction of the instructor (10 points)

22. Evaluated to the satisfaction of the instructor (10 points)

23. Evaluated to the satisfaction of the instructor (5 points)

24. Evaluated to the satisfaction of the instructor (5 points)

USING BANKING SERVICES
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to write a check and deposit slip, reconcile a bank statement, and select appropriate banking services for personal needs. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with using banking services to the correct definitions.
2. Name functions of a bank.
3. Match banking services to the correct descriptions/definitions.
4. Arrange in order the steps involved in opening a checking account.
5. Name advantages of a checking account.
6. Match kinds of check endorsements to the correct descriptions.
7. Explain how to stop payment on a check.
8. Select from a list items that should be included on a check.
9. Write a check and deposit slip.
10. Reconcile a bank statement.
11. Survey local banking services.

USING BANKING SERVICES
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Arrange for a field trip to a bank for students to observe banking services firsthand.

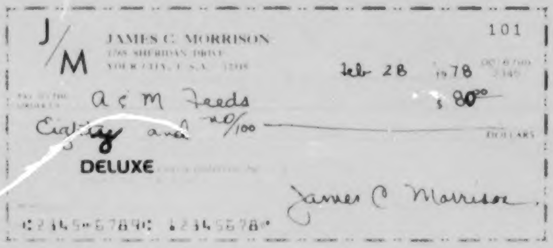
F. Obtain deposit and withdrawal slips to show students how to complete each properly.

G. Prepare a bulletin board showing the route a check takes before it "clears."

H. Brainstorm about the electronic payment system that may replace the written check, making it possible to make payments by simply calling your bank.

I. Invite officers from commercial and savings banks to address the class at the same time on the topic, "Why You Should Bank with Us." Focus on questions such as the following: Why don't all banks offer the same services at the same cost? What kind of restrictions does the federal government place on banks and why? How will the banks of 50 years from now differ from those of today?

J. Have students write a check for $6.00 or $8.00. Demonstrate the ease of altering these amounts, e.g., $16, $60, or $600 and $18, $80, or $800. Point out the rules of basic check writing.



J/M
JAMES C. MORRISON
SHERIDAN DRIVE
YOUR CITY, U.S.A.

101

Feb 28 19 78

a & M Feeds

$ 80^{00}

Eighty and no/100 DOLLARS

DELUXE

James C. Morrison

K. Give test.

L. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Write a Check and Deposit Slip

2. Assignment Sheet #2--Reconcile a Bank Statement

3. Assignment Sheet #3--Survey Local Banking Services

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making: Guides to Better Living.* 2nd ed. Cincinnati: South-Western Publishing Co., 1977.

B. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Mellers, Tom. *Personal Finance.* New York: Butterick Publishing, 1976.

USING BANKING SERVICES
UNIT III

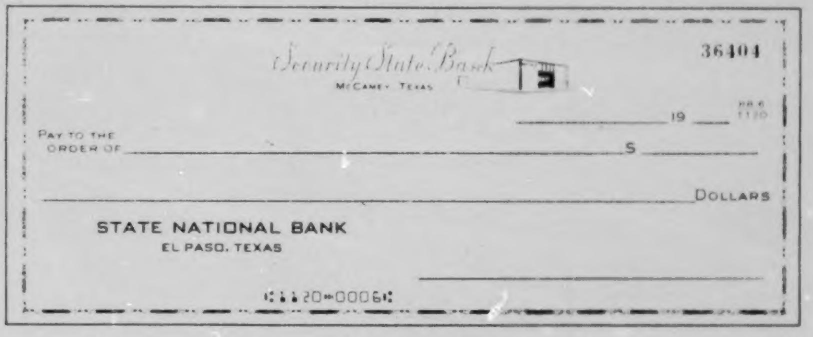
INFORMATION SHEET

I. Terms and definitions

A. Bank draft--Check of one bank drawn on its own deposits with some other bank

(NOTE: A bank draft is a handy means of transferring money when the individual who is making payment is not known in the place to which the money is to be sent.)

Example:



Security State Bank
McCamey, Texas

36404

______ 19 ___

Pay to the order of ______ $ ______

______ Dollars

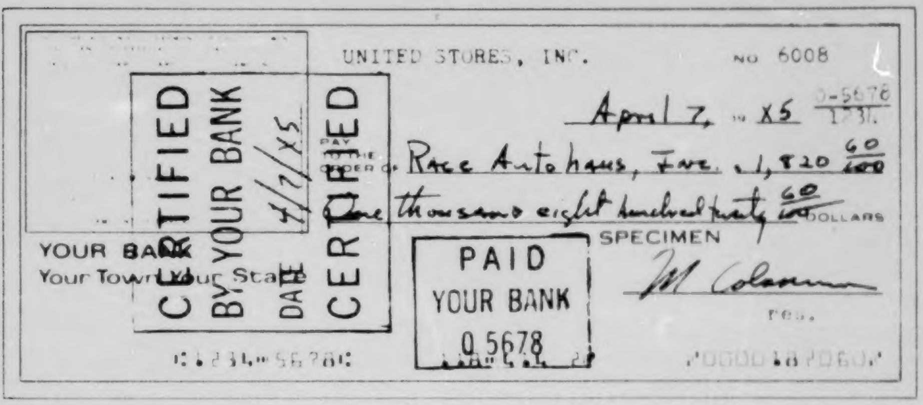
STATE NATIONAL BANK
EL PASO, TEXAS

⑆1120⑈0006⑆

B. Certified check--Ordinary personal check drawn by a depositor on which the bank stamps or writes a certification that guarantees its payment

(NOTE: A certified check has practically the same status as a bank draft, provided the bank is known and has a good reputation. One disadvantage of a certified check to the depositor is that it will not be returned with the other canceled checks.)

Example:



UNITED STORES, INC.

No 6008

April 7, 19 X5

0-5678
1234

Pay to the order of Race Autohaus, Inc. $1,820 60/100

One thousand eight hundred twenty 60/100 Dollars

CERTIFIED
BY YOUR BANK
DATE 4/7/X5
CERTIFIED

YOUR BANK
Your Town Your State

SPECIMEN

M Coleman

PAID
YOUR BANK
0 5678

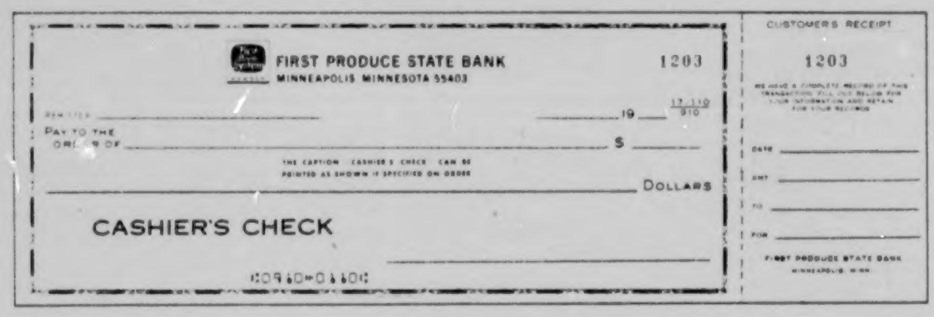
⑆1234⑈5678⑆

INFORMATION SHEET

C. Cashier's check--Check that a bank draws on itself; used to pay bills owed by the bank

(NOTE: A person may buy a cashier's check to send money to another person in much the same way in which a person buys a bank draft.)

Example:



FIRST PRODUCE STATE BANK
MINNEAPOLIS MINNESOTA 55403

1203

19__ 17-110/910

PAY TO THE ORDER OF ____ $ ____

THE CAPTION "CASHIER'S CHECK" CAN BE PRINTED AS SHOWN IF SPECIFIED ON ORDER

____ DOLLARS

CASHIER'S CHECK

CUSTOMER'S RECEIPT

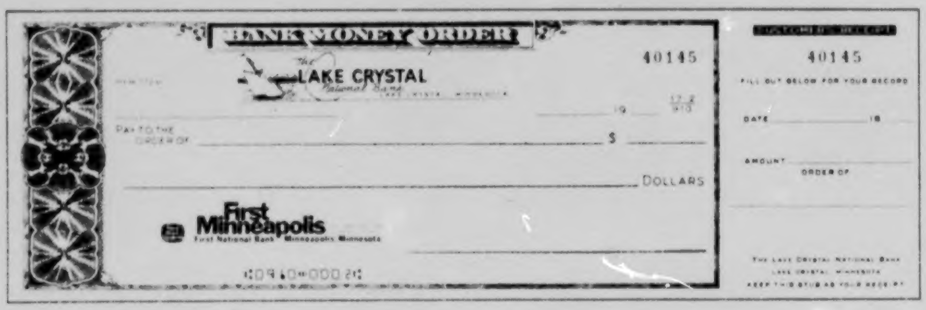
1203

DATE ____
AMT ____
TO ____
FOR ____

FIRST PRODUCE STATE BANK
MINNEAPOLIS, MINN.

D. Bank money order--Means of sending money to another person; is replacing cashier's check

Example:



BANK MONEY ORDER

40145

The LAKE CRYSTAL National Bank

19__ 17-2/910

PAY TO THE ORDER OF ____ $ ____

____ DOLLARS

First Minneapolis
First National Bank · Minneapolis Minnesota

CUSTOMER'S RECEIPT

40145

FILL OUT BELOW FOR YOUR RECORD

DATE ____ 19
AMOUNT ____
ORDER OF

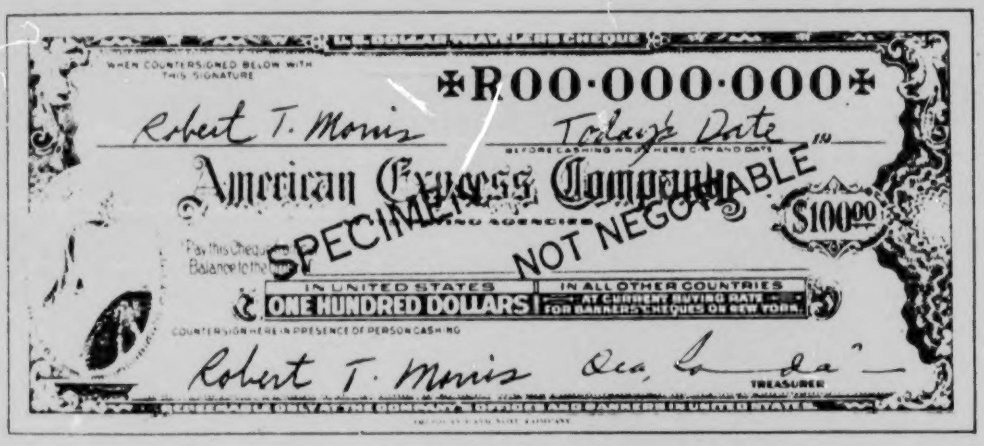
THE LAKE CRYSTAL NATIONAL BANK
LAKE CRYSTAL, MINNESOTA
KEEP THIS STUB AS YOUR RECEIPT

INFORMATION SHEET

E. Traveler's check--Special form of check that is signed by the buyer at the time of purchase; check can be cashed anywhere in the world

(NOTE: When the check is cashed, it must be signed again in the presence of the person cashing it with a signature that matches the original signature.)

Example:



U.S. DOLLAR TRAVELERS CHEQUE

WHEN COUNTERSIGNED BELOW WITH THIS SIGNATURE

✠R00·000·000✠

Robert T. Morris

Today's Date 19

BEFORE CASHING WRITE HERE CITY AND DATE

American Express Company

SPECIMEN

NOT NEGOTIABLE

$100.00

Pay this Cheque ... Balance to the ...

IN UNITED STATES ONE HUNDRED DOLLARS

IN ALL OTHER COUNTRIES AT CURRENT BUYING RATE FOR BANKERS CHEQUES ON NEW YORK

COUNTERSIGN HERE IN PRESENCE OF PERSON CASHING

Robert T. Morris

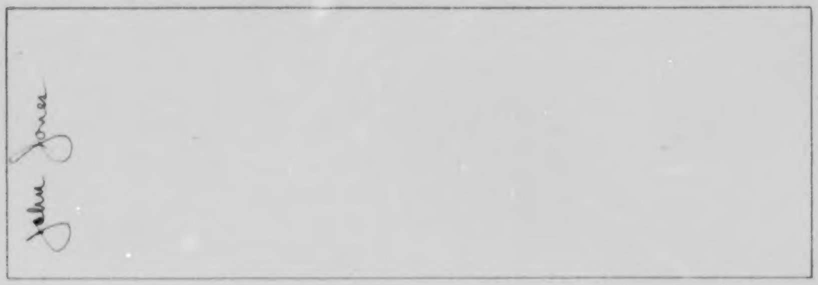
TREASURER

REDEEMABLE ONLY AT THE COMPANY'S OFFICES AND BANKERS IN UNITED STATES

F. Endorsement--Writing your name in ink on the back of the check at the left end

(NOTE: You should sign your name in the same way it appears on the face of the check. Even if your name is misspelled on the face of the check, write your name as it was misspelled; then follow up with a second endorsement with your name correctly spelled.)

Example:

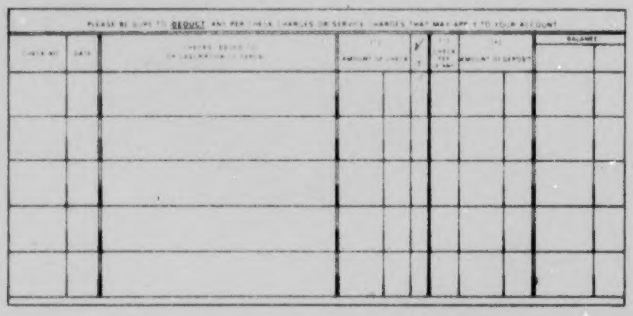


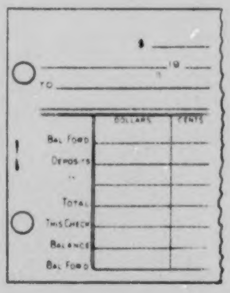
John Jones

INFORMATION SHEET

G. Check register--Portion of checkbook designed for recording checks written and for calculating checking account balance

Examples:





H. Service charge--Fee which is charged by a bank against a depositor's account for paperwork associated with handling accounts

I. Payee--Name of person or firm to receive payment; appears right after printed words *PAY TO THE ORDER OF*

II. Bank functions

A. To receive deposits of money

B. To make loans

C. To pay interest

III. Banking services (Assignment Sheet #3)

A. Checking accounts--Deposits from businesses and individuals from which money is paid out when the depositors write checks

B. Savings accounts--Deposits from businesses and individuals on which interest is paid by bank

C. Bank drafts and special checks--Checks available for individual's use to make payment to someone who will not accept a personal check

(NOTE: A small fee is usually charged for handling bank drafts and special services.)

Examples: Bank draft, certified check, cashier's check, bank money order, traveler's check

D. Loans--Money borrowed by consumer with the promise to pay it back later plus interest

INFORMATION SHEET

E. Sale of government bonds--Making available United States government bonds for purchase

(NOTE: Banks will also cash bonds before or upon maturity. Banks can serve as brokers for purchase and sale of corporation stocks and bonds.)

F. Safe-deposit boxes--Rental space in vault of bank providing protection against burglary and fire for valuables that cannot be safely kept in the home or in the business office

(NOTE: A customer who rents a box is given a key to the box; the bank has a master key. Both keys are necessary to unlock the box; neither one alone will unlock it. A bank cannot open a private safe-deposit box except upon the order of a court.)

G. Trust functions--Managing of wealth for the benefit of others, or administering an estate for the persons entitled to it or dividing it among these people according to law

H. Financial and tax advice--Consultant service to help customers invest money and give advice on tax problems

I. Travel service--Service to help customers obtain tickets, foreign money, and credit

IV. Opening a checking account

A. Sign a signature card

(NOTE: The signature card is used by the bank to verify the signature[s] on all checks written by the depositor.)

B. Fill out a deposit slip showing the amount of the original deposit

C. Receive blank checks

V. Advantages of a checking account

A. Offers a convenient way to pay bills

B. Provides a more economical way to pay bills through the mail rather than making a trip to places where accounts are to be paid

C. Provides a record of expenditures, deposits, and bank balances

D. Allows for safety of money from theft or loss

E. Provides a proof of payment and serves as a receipt

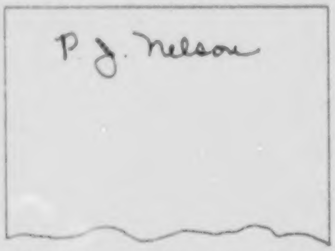
INFORMATION SHEET

F. Helps to enhance one's personal business standing

G. Serves as a reference

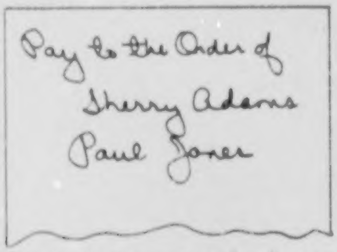
VI. Check endorsements

A. Blank endorsement--Consists only of the signature of the endorser, making the check payable to anyone who presents it at the bank



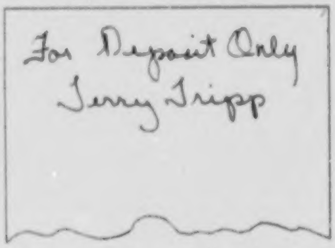
P. J. Nelson

B. Special endorsement--Used to make sure that no one but the payee can cash the check when it is transferred to a person or business; includes not only the endorser's signature but also the name of the person to whom the check is being transferred



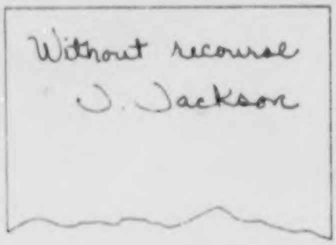
Pay to the Order of
Sherry Adams
Paul Jones

C. Restrictive endorsement--Includes not only the endorser's signature, but also special directions which limit the use of the check



For Deposit Only
Jerry Tripp

D. Qualified endorsement--Limits the obligation of the endorser



Without recourse
J. Jackson

INFORMATION SHEET

VII. How to stop payment on a check

(NOTE: Once in a great while you may not want the bank to pay a check that you have already mailed or given to someone. If a check is lost or stolen, it is wise to place a stop payment order.)

A. Telephone or go to bank and explain problem

B. Follow up with a letter or fill in a bank form prepared for this purpose

(NOTE: If the bank has not already cashed the check, it will put a signal on your account record and will not pay the check.)

VIII. Items that should be included on a check (Assignment Sheet #1)

A. Check number

B. Date

C. Payee's name

D. Amount in figures

E. Amount in words

F. Signature

G. Purpose

USING BANKING SERVICES
UNIT III

ASSIGNMENT SHEET #1--WRITE A CHECK AND DEPOSIT SLIP

Writing checks to pay for purchases and to pay bills has become common practice among consumers. It doesn't take a financial genius to handle a checking account successfully, but you do need to be careful and systematic.

You have been chosen treasurer of your local drama club. It is your responsibility to handle club money, keep accurate records of expenditures and deposits, pay all bills, and keep an accurate record of cash on hand. Use the blank checks, check stubs, and deposit slips provided to handle instructions below.

1. Number your checks consecutively.

2. Write your checks so that they are clear; use ink or a typewriter.

3. Use the date on which the check is written.

   (NOTE: Banks will accept checks dated on Sundays or holidays. It is not good practice to date checks ahead [postdate], planning to make a deposit before the check clears.)

4. Write the name of the person or firm to receive the payment right after the printed words, *PAY TO THE ORDER OF.*

   (NOTE: if there is a space after the name of the payee, put in a dash to fill up the line. If you want to withdraw money from your own account, write in your name.)

5. Begin at the far left and close to the dollar sign write the amount of the check in numbers.

6. Write as far to the left as possible in the space given for the amount to be paid; write the amount in words.

   (NOTE: Fill in any unused space with a line. This way no one can add a word and, thus, raise the amount of the check.)

7. Sign your name at the bottom of the check in ink just as you did on the bank's signature card.

   (CAUTION: Write your signature only after the whole check has been filled in. NEVER SIGN A BLANK CHECK. If you lose a signed blank check, someone else could fill it in and use it.)

ASSIGNMENT SHEET #1

8. Avoid crossing out, erasing, or changing any part of a check.

   (NOTE: If you make a mistake, tear up the check and write another one.)

9. Indicate what the check is for to help you keep track of such information.

The checking account balance of the club before writing the first check is $229.25. Use the date given and write in ink. Balance the checkbook each time you write a check or make a deposit. Write your new balance on this sheet in the spaces provided.

________ Check #173 to Thayer's Department Store for tablecloths for a Christmas party for $17.55. Date it Dec. 10.

________ Check #174 to the Melody Mart for record album for $4.98. Date it Dec. 12.

________ Record on stub #175 deposit made Dec. 15 of $56.41 for dues.

________ Check #175 to Jones' Variety Store for decorations and candles, $18.80. Date it Dec. 16.

________ Check #176 to Tom's Market for party refreshments for $32.99. Date it Dec. 17.

________ Check #177 to State Drama Club for dues of $30.00. Date it Dec. 18.

________ Check #178 to Peoples' Drug for film for $5.95. Date it Dec. 18.

________ Made deposit of $45.00 on Dec. 18 for dues. Record the deposit on stub #178.

ASSIGNMENT SHEET #1

NO.________ $ ________
DATE________ 19________
TO________________
FOR________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

John Jones

173

88-2398
1119

________ 19____

PAY TO THE
ORDER OF ________________ $________

________________ DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO.________ $ ________
DATE________ 19________
TO________________
FOR________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

John Jones

174

88-2398
1119

________ 19____

PAY TO THE
ORDER OF ________________ $________

________________ DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO.________ $ ________
DATE________ 19________
TO________________
FOR________________
____
____

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

175

John Jones

________________19____ 88-2398/1119

PAY TO THE ORDER OF ________________ $________

________________DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________________ ________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

NO.________ $ ________
DATE________ 19________
TO________________
FOR________________
____
____

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL.. CAR'D FOR D.		

176

John Jones

________________19____ 88-2398/1119

PAY TO THE ORDER OF ________________ $________

________________DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________________ ________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

ASSIGNMENT SHEET #1

NO.________ $________
DATE________ 19________
TO________
FOR________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

John Jones

177

88-2398
1119

________ 19____

PAY TO THE ORDER OF ________ $________

________ DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO.________ $________
DATE________ 19________
TO________
FOR________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

John Jones

178

88-2398
1119

________ 19____

PAY TO THE ORDER OF ________ $________

________ DOLLARS

HOME TOWN BANK
Your Town, Texas

MEMO________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ASSIGNMENT SHEET #1

CHECKING ACCOUNT DEPOSIT TICKET

John Jones

DATE ______________________ 19 ______

____

HOME TOWN BANK
Your Town, Texas

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-143
1031

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

⑈ 0 606 269⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

CHECKING ACCOUNT DEPOSIT TICKET

John Jones

DATE ______________________ 19 ______

____

HOME TOWN BANK
Your Town, Texas

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-143
1031

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

⑈ 0 606 269⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

USING BANKING SERVICES
UNIT II

ASSIGNMENT SHEET #2--RECONCILE A BANK STATEMENT

At regular intervals, usually monthly, a bank mails to the depositor a checking account report of deposits and checks. This is called a *bank statement.* Along with the statement, the bank returns the checks it has paid for the depositor. These paid checks are called *cancelled checks* because the bank stamps or punches them to show that they have been paid.

It is good business practice to compare the bank statement with the entries on the check stubs or check register to be sure there are no mistakes. This process is called *reconciling the bank statement.* The purpose of reconciling the bank statement is to see whether the checkbook balance is correct on the date on which the reconciliation is made and to detect errors, if any, in the bank statement. It is the depositor's responsibility to reconcile the bank balance and to report any mistakes to the bank immediately.

Here's how to reconcile a bank statement:

1. Sort the cancelled checks by number or date issued. Check them off in your register and on the bank statement.
2. Make a list of all checks that you have written but that were not paid by the time the statement was prepared (outstanding checks), the amounts, and the check charges, if any. Subtract this amount from the balance on the statement.
3. Add to this any deposits you have made which were not received by the time the statement was prepared. The result is your new balance.
4. Enter your new balance in your check register.

Using the bank statement and form on the next page, and the checks from Assignment Sheet #1, reconcile the statement.

ASSIGNMENT SHEET #2

BANK STATEMENT

CHECKS IN DETAIL		DEPOSITS	DATE	NEW BALANCE
BALANCE BROUGHT FORWARD			25 Nov. '75	$229.25
-17.55			11 Dec. '75	211.70
- 4.98			13 Dec. '75	206.72
		+56.41	15 Dec. '75	263.13
-18.80			17 Dec. '75	244.33
-30.00	-5.95		20 Dec. '75	208.38
		+45.00	21 Dec. '75	253.38
- .50sc			25 Dec. '75	252.88

______________, 19______

CHECKS OUTSTANDING

(Written but not shown on statement)

Check Number	Amount	
Total		

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE $ ________

(Shown on this statement)

ADD +

DEPOSITS MADE $ ________

(But not shown on this statement)

____

____

TOTAL $ ________

SUBTRACT –

CHECKS OUTSTANDING $ ________

BALANCE $ ________

(Should agree with checkbook after subtracting any charges shown on this statement)

USING BANKING SERVICES
UNIT III

ASSIGNMENT SHEET #3--SURVEY LOCAL BANKING SERVICES

Banks provide many services for individuals, families, and businesses. Select two or more banks in the community and make a survey of the services offered. Use the table below to compare the services.

	Name of Bank	Safe-deposit Boxes	Free Checking Account	Types of Loans (Home, Auto, Etc.)	Loan Rates	Interest Rates on Savings Accounts	Bank By Mail Service	Offer Drive-In Service	24-Hour Deposit	Adequate Parking	Travel Service	Financial and Tax Service
Bank #1												
Bank #2												
Bank #3												
Bank #4												

USING BANKING SERVICES
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Check stub #173: Balance brought forward--$211.70

Check stub #174: Balance brought forward--$206.72

Deposit on stub #175: Balance brought forward--$263.13

Check stub #175: Balance brought forward--$244.33

Check stub #176: Balance brought forward--$211.34

Check stub #177: Balance brought forward--$181.34

Check stub #178: Balance brought forward--$175.39

Deposit on stub #178: Balance brought forward--$220.39

Assignment Sheet #2

_______________, 19______

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
#176	$32	99
Total	$32	99

THIS FORM WILL HELP
YOU BALANCE YOUR
BANK STATEMENT

BANK BALANCE *(Shown on this statement)* $ 252.88

ADD + DEPOSITS MADE *(But not shown on this statement)* $ 0

TOTAL $ 252.88

SUBTRACT – CHECKS OUTSTANDING $ 32.99

BALANCE *(Should agree with checkbook after subtracting any charges shown on this statement)* $ 219.89

FL - 111-B

USING BANKING SERVICES
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms on the right to the correct definitions by placing the correct numbers in the appropriate blanks.

______a. Check that a bank draws on itself; used to pay bills owed by the bank

______b. Writing your name in ink on the back of the check at the left end

______c. Check of one bank drawn on its own deposits with some other bank

______d. Special form of check that is signed by the buyer at the time of purchase; check can be cashed anywhere in the world

______e. Portion of checkbook designed for recording checks written and for calculating checking account balance

______f. Means of sending money to another person; is replacing cashier's check

______g. Ordinary personal check drawn by a depositor on which the bank stamps or writes a certification that guarantees its payment

______h. Fee which is charged by a bank against a depositor's account for paperwork associated with handling accounts

______i. Name of person or firm to receive payment; appears right after printed words *PAY TO THE ORDER OF*

1. Bank draft
2. Certified check
3. Cashier's check
4. Bank money order
5. Traveler's check
6. Endorsement
7. Check register
8. Payee
9. Service charge

2. Name functions of a bank.

a. ______________________________

b. ______________________________

c. ______________________________

3. Match banking services to the correct descriptions/definitions by placing the correct numbers in the blanks provided.

_____a. Deposits from businesses and individuals on which interest is paid by bank

_____b. Rental space in vault of bank providing protection against burglary and fire for valuables that cannot be safely kept in the home or in the business office

_____c. Service to help customers obtain tickets, foreign money, and credit

_____d. Managing of wealth for the benefit of others or administering an estate for the persons entitled to it or dividing it among these people according to law

_____e. Deposits from businesses and individuals from which money is paid out when the depositors write checks

_____f. Consultant service to help customers invest money and give advice on tax problems

_____g. Money borrowed by consumer with the promise to pay it back later plus interest

_____h. Checks available for individual's use to make payment to someone who will not accept a personal check

_____i. Making available United States government bonds for purchase

1. Checking accounts
2. Savings accounts
3. Bank drafts and special checks
4. Loans
5. Sale of government bonds
6. Safe-deposit boxes
7. Trust functions
8. Financial and tax advice
9. Travel service

4. Arrange in order the steps involved in opening a checking account by placing a "1" before the first step, a "2" before the second step, and a "3" before the third step.

_____a. Receive blank checks

_____b. Sign a signature card

_____c. Fill out a deposit slip showing the amount of the original deposit

5. Name four advantages of a checking account.

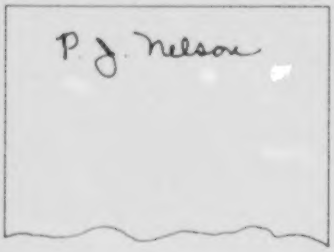
a. ____

b. ____

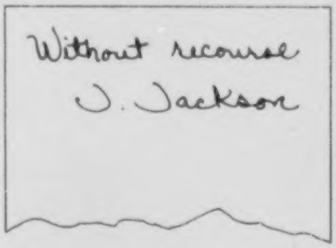
c. ____

d. ____

6. Match kinds of check endorsements to the correct descriptions by placing the correct numbers in the blanks provided.

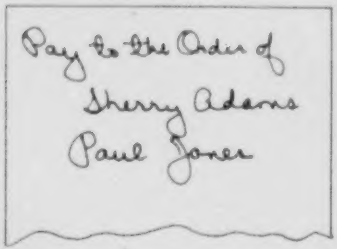


P. J. Nelson

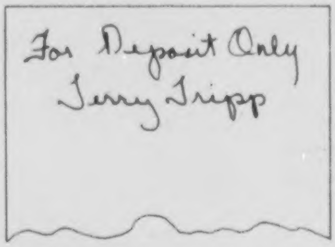


Without recourse
J. Jackson

a. ______________________ b. ______________________



Pay to the Order of
Sherry Adams
Paul Jones



For Deposit Only
Jerry Tripp

c. ______________________ d. ______________________

1) Limits the obligation of the endorser

2) Consists only of the signature of the endorser, making the check payable to anyone who presents it at the bank

3) Includes not only the endorser's signature, but also special directions which limit the use of the check

4) Used to make sure that no one but the payee can cash the check when it is transferred to a person or business; includes not only the endorser's signature but also the name of the person to whom the check is being transferred

7. Explain how to stop payment on a check.

____

____

____

____

8. Select from the list below items that should be included on a check by placing an "X" in the appropriate blanks.

   ______a. Check number

   ______b. Date

   ______c. Checking account balance

   ______d. Amount in figures

   ______e. Signature

   ______f. Payee's name

   ______g. Purpose

   ______h. Bank address

9. Write a check and deposit slip.

10. Reconcile a bank statement.

11. Survey local banking services.

(NOTE: If activities 9-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

USING BANKING SERVICES
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (9 points)
   - a. 3
   - b. 6
   - c. 1
   - d. 5
   - e. 7
   - f. 4
   - g. 2
   - h. 9
   - i. 8
2. (3 points)
   - a. To receive deposits of money
   - b. To make loans
   - c. To pay interest
3. (9 points)
   - a. 2
   - b. 6
   - c. 9
   - d. 7
   - e. 1
   - f. 8
   - g. 4
   - h. 3
   - i. 5
4. (6 points)
   - a. 3
   - b. 1
   - c. 2

5. (4 points)

   Any four of the following:

   a. Offers a convenient way to pay bills
   b. Provides a more economical way to pay bills through the mail rather than making a trip to the places where accounts are to be paid
   c. Provides a record of expenditures, deposits, and bank balances
   d. Allows for safety of money from theft or loss
   e. Provides a proof of payment and serves as a receipt
   f. Helps to enhance one's personal business standing
   g. Serves as a reference

6. (4 points)

   a. 2
   b. 1
   c. 4
   d. 3

7. (4 points)

   Explanation should include:

   a. Telephone or go to bank and explain problem
   b. Follow up with a letter or fill in a bank form prepared for this purpose

8. (16 points)

   a, b, d, e, f, g

9. Evaluated to the satisfaction of the instructor (15 points)

10. Evaluated to the satisfaction of the instructor (20 points)

11. Evaluated to the satisfaction of the instructor (10 points)

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to establish credit and obtain a loan. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with establishing credit and obtaining loans to the correct definitions.
2. Name types of credit.
3. Name sources of credit.
4. Distinguish between advantages and disadvantages of using credit.
5. Match the three C's of credit to the correct definitions/descriptions.
6. Match types of sales credit to the correct definitions/descriptions.
7. Match types of loans to the correct definitions/descriptions.
8. Select from a list factors that affect amount of interest.
9. Select from a list precautions in using consumer credit.
10. Compare cost of credit.
11. Complete a sample loan application.
12. Evaluate credit rating.

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective, information, and assignment sheets.

   B. Discuss unit and specific objectives and information and assignment sheets.

   C. Arrange for resource people/field trips to lending agencies and credit bureau. Ask loan officer to discuss loans and the credit involved to both borrower and lender.

      (NOTE: More interest in unit content may be aroused when field trips are taken before the unit begins!)

   D. Place objectives on pieces of poster board representing money, coins, and credit cards.

   E. Survey community for types of credit available. What types are available to students?

      (NOTE: Work in groups to complete Assignment Sheet #2 or invite resource people to set up panel.)

   F. Invite attorney to speak about bankruptcy and its legal implications.

   G. Give test.

   H. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Compare Cost of Credit

      2. Assignment Sheet #2--Complete a Sample Loan Application

      3. Assignment Sheet #3--Evaluate Credit Rating

   D. Test

   E. Answers to test

III. Unit references:

A. Allen, Cliff. *Practical Family Life.* Greenfield, Mass.: Channing L. Bete., Inc., 1977.

B. Landis, Paul H. *Your Marriage and Family Living.* 4th ed. New York: McGraw-Hill Book Company, 1977.

C. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett., Inc., 1977.

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Credit--Supplying goods and services with the promise to pay for the goods and services at a later date

   B. Interest--Charges made while goods and services are supplied and until payment of account is in full

   C. Collateral--Property used as security for a loan

      Examples: Personal property owned in full, e.g., automobile, furniture, livestock; bonds; insurance policy

   D. Credit bureau--Clearinghouse for information about individual's credit rating

   E. Credit rating--Evaluation of a person's ability to pay

   F. Repossess--Lender taking back the merchandise

   G. Cash value--Dollars returned to insured person when policy reaches maturity date; amount of cash insured may borrow as a loan against policy

      (NOTE: The *maturity date* is the date on which premiums stop and insured owns insurance program.)

   H. Co-signer--Individual needed to sign a loan contract in addition to maker, thus becoming responsible for the obligation if the maker should fail to pay

II. Types of credit

   A. Service credit

      Examples: Doctor, dentist, and utility bills

   B. Sales credit

      Examples: Regular charge accounts, revolving charge accounts, credit card account, installment account

   C. Cash loans

INFORMATION SHEET

III. Sources of credit

   A. Commercial bank

   B. Savings and loan association

   C. Life insurance company

   D. Credit union

   E. Finance company

   F. Pawnbroker

   G. Retail merchant

IV. Advantages and disadvantages of using credit

   A. Advantages

      1. Allows consumer to use goods while paying for them

      2. Is a forced savings

      (NOTE: Many people have difficulty setting aside money each month until they have the purchase price of expensive items.)

      3. Enables consumer to meet financial emergencies

      4. Allows consumer to take advantage of some bargains

      5. Eliminates the need to carry large amounts of cash

      6. Facilitates return of merchandise

      7. Aids in recordkeeping and budgeting

      (NOTE: Recordkeeping and budgeting may become easier when one monthly payment is made. Also, receipts are convenient for tax purposes.)

      8. Establishes credit rating

   B. Disadvantages

   (NOTE: It is easier to buy now and pay later than it is to save for purchases; therefore, it can be said that credit weakens sales resistance.)

      1. Encourages impulse buying

      2. Can cause financial problems through overspending

INFORMATION SHEET

3. Causes consumer goods to cost more

   (NOTE: Not only does interest affect the cost of an item, but prices include the cost of paperwork caused by those individuals who do not pay and by additional overhead costs to businesses.)

V. Three C's of credit

(NOTE: The three C's of credit must be met BEFORE credit will be extended.)

A. Character--Determined by integrity of money matters, honesty, reliability, willingness to pay, and record of financial responsibility

B. Capital--Measured by financial resources, such as equity in house, household goods (furniture, stereo), automobile, life insurance policy, and savings account

C. Capacity--Judged by present and future income and current financial commitment

VI. Types of sales credit

A. Regular charge account

1. Purchases are paid for within a specified period of time, such as 30-60-90 days
2. No extra charge is added unless payment is made after specified time
3. Billing is usually monthly

B. Revolving charge account

1. Maximum amount (line of credit) is established

   (NOTE: This amount is determined by credit record and income.)

2. Monthly payments must be made on a portion of the outstanding balance
3. Interest is charged on unpaid balance
4. New purchases can be added up to the established amount

C. Credit card account--Purchase of goods and services are made using small plastic squares

Examples: Retail store cards, one-purpose cards (gas), bank cards, travel and entertainment cards (Diner's Club or American Express)

INFORMATION SHEET

D. Installment account

1. Sales credit is generally used for large purchases like appliances, furniture, and automobiles
2. User signs a contract and agrees to make regular payments over a definite period of time
3. Down payment is generally required
4. Merchandise may be repossessed if payments are not made on time

VII. Types of loans

A. Collateral loan--Legal title/claim to an item purchased is held as security by the lending institution until the item is paid in full

B. Life insurance loan--Based on the cash value of an insurance policy

C. Secured personal loan--Made with collateral that is safe and will not lose dollar value

(NOTE: The amount of the loan will be less than the market value of the collateral.)

Example: Blue chip stock used as collateral

D. Unsecured personal loan--Made to a consumer with a good credit rating with the promise to repay as the only collateral

(NOTE: This is sometimes called a *signature loan*.)

E. Demand loan--Short term loan (usually less than one year) which is repaid in installments or in full at the end of the designated time period

F. Passbook loan--Arrangement that allows a consumer to borrow up to the amount in his/her savings account without withdrawing the savings

G. Education loan--Financing for college education with repayment usually not beginning until after graduation

H. Consolidated loan--Money borrowed to pay all debts

I. Credit card loan--Using a bank credit card to finance purchases or receive cash

INFORMATION SHEET

J. Check credit loan--Offered by banks whereby consumer can receive loan simply by writing a check

Example: The borrower may write a check for $50 more than she/he has in the checking account and the bank automatically makes a loan for $50

K. Home improvement loan--Special loan for increasing the value of a residence

Example: Adding a room, putting on a new roof

L. Mortgage loan--Loan made on real estate with the property used as collateral

M. FHA loan--Mortgage loan insured by the Federal Housing Authority

N. VA loan--Mortgage loan for eligible veterans with the Veteran's Administration partially guaranteeing the loan

VIII. Factors that affect amount of interest

A. Purpose and type of loan

Example: A mortgage loan will have lower interest rate than an unsecured personal loan

B. Economic conditions

Example: During times of inflation the government may cause interest to increase in order to discourage consumer spending

C. Credit rating

D. Institution granting loan

IX. Precautions in using consumer credit

A. Always read the entire contract before you sign

B. Never sign a blank contract

C. Borrow only what you need

D. Pay back the amount as quickly as you can

(NOTE: Check penalties, if any, associated with prepayment.)

INFORMATION SHEET

E. Try to borrow from a bank or a credit union and buy in cash, obtaining the best cash discount you can find

F. If you must finance a purchase, seek the lowest priced loan you can find

(NOTE: The lowest priced loan may not be with the seller of the merchandise.)

G. If the interest is discount interest, it is about twice the amount represented in terms of true, or simple, interest rate

H. Pay bills on time in order to become known as a good credit risk

I. Use credit to meet emergencies, for necessities rather than luxuries, and for major items and durable goods that have benefits after payments are completed

(NOTE: Budget your income so no more than 10-15 percent is allotted to paying off back debts. This 10-15 percent does not include home or car loans.)

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

ASSIGNMENT SHEET #1--COMPARE COST OF CREDIT

Credit costs vary with different lenders. It pays to shop for credit as well as for goods and services. What you will have to pay for credit depends on the rate of interest, how long you take to repay, and whether there are additional charges for getting the credit. Generally, credit costs increase with higher interest rates, longer time payments, and extra charges. Select a large item you might purchase (car, motorcycle, large appliance). Use the form below to compare the cost of credit extended by two different lenders.

PURCHASE PRICE ______________________________

minus trade-in allowance, discounts, etc. ______________________________

LOAN ______________________________

CREDIT UNION or BANK

2-year loan:
Interest rate ______% per year
--Cost per month $________
--Cost per year $________
Monthly payment $________

3-year loan:
Interest rate ______% per year
--Cost per month $________
--Cost per year $________
Monthly payment $________

DEALER FINANCING

2-year loan:
Interest rate ______% per year
--Cost per month $________
--Cost per year $________
Monthly payment $________

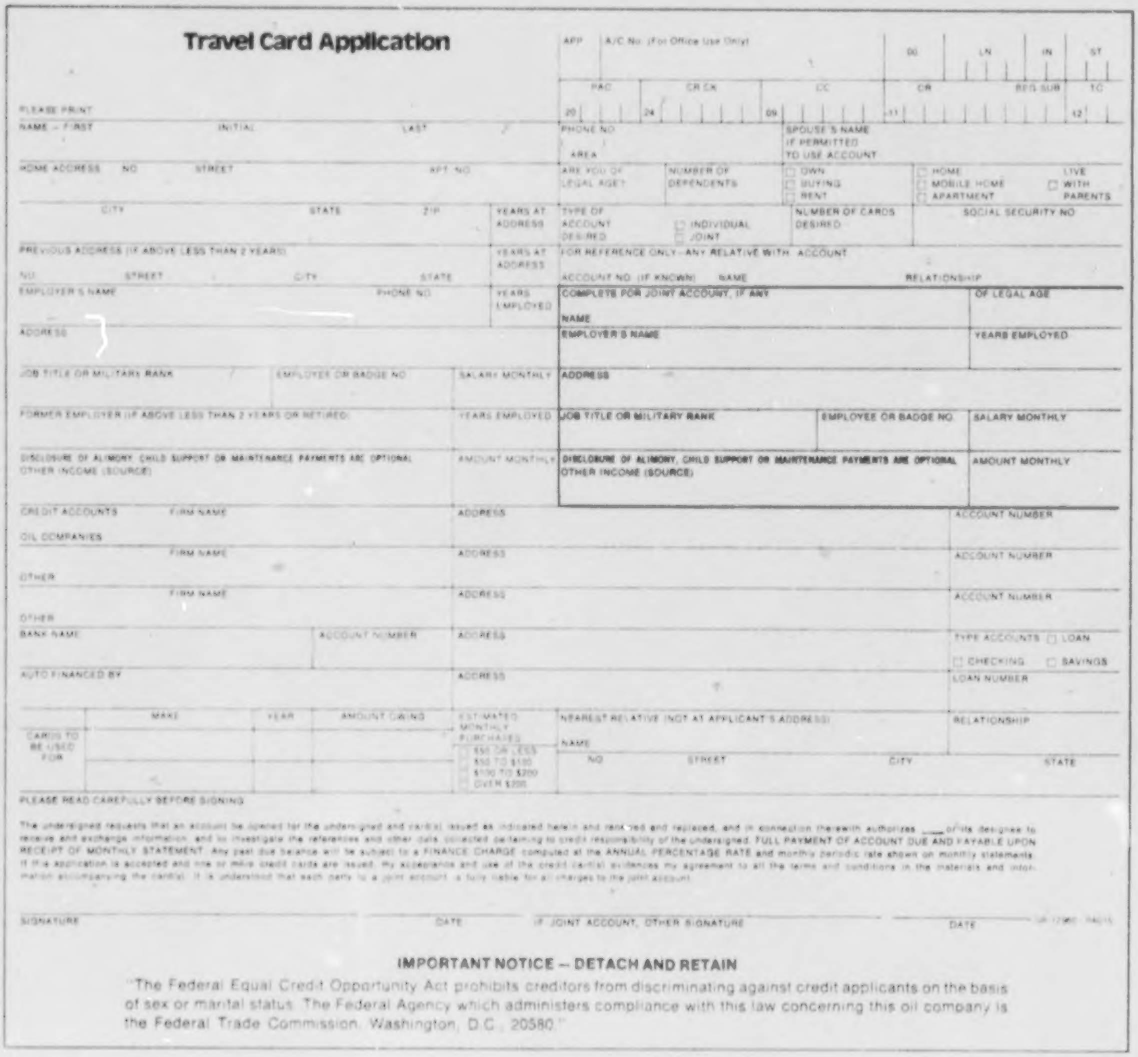
3-year loan:
Interest rate ______% per year
--Cost per month $________
--Cost per year $________
Monthly payment $________

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

ASSIGNMENT SHEET #2--COMPLETE A SAMPLE LOAN APPLICATION

PART A

When you apply for credit, you will probably be asked to fill out an application form like the one below. Complete the sample loan application.



Travel Card Application

APP | A/C No. (For Office Use Only) | OO | LN | IN | ST
PAC | CR CK | CC | CR | REG SUB | TC
20 | 24 | 09 | 11 | 12

PLEASE PRINT

NAME – FIRST | INITIAL | LAST

PHONE NO. | AREA

SPOUSE'S NAME IF PERMITTED TO USE ACCOUNT

HOME ADDRESS NO. | STREET | APT. NO.

ARE YOU OF LEGAL AGE? | NUMBER OF DEPENDENTS | ☐ OWN ☐ BUYING ☐ RENT | ☐ HOME ☐ MOBILE HOME ☐ APARTMENT | ☐ LIVE WITH PARENTS

CITY | STATE | ZIP | YEARS AT ADDRESS

TYPE OF ACCOUNT DESIRED ☐ INDIVIDUAL ☐ JOINT | NUMBER OF CARDS DESIRED | SOCIAL SECURITY NO.

PREVIOUS ADDRESS (IF ABOVE LESS THAN 2 YEARS) NO. | STREET | CITY | STATE | YEARS AT ADDRESS

FOR REFERENCE ONLY—ANY RELATIVE WITH ACCOUNT: ACCOUNT NO. (IF KNOWN) | NAME | RELATIONSHIP

EMPLOYER'S NAME | PHONE NO. | YEARS EMPLOYED

ADDRESS

JOB TITLE OR MILITARY RANK | EMPLOYEE OR BADGE NO. | SALARY MONTHLY

FORMER EMPLOYER (IF ABOVE LESS THAN 2 YEARS OR RETIRED) | YEARS EMPLOYED

DISCLOSURE OF ALIMONY, CHILD SUPPORT OR MAINTENANCE PAYMENTS ARE OPTIONAL OTHER INCOME (SOURCE) | AMOUNT MONTHLY

COMPLETE FOR JOINT ACCOUNT, IF ANY

NAME | **OF LEGAL AGE**

EMPLOYER'S NAME | **YEARS EMPLOYED**

ADDRESS

JOB TITLE OR MILITARY RANK | **EMPLOYEE OR BADGE NO.** | **SALARY MONTHLY**

DISCLOSURE OF ALIMONY, CHILD SUPPORT OR MAINTENANCE PAYMENTS ARE OPTIONAL OTHER INCOME (SOURCE) | **AMOUNT MONTHLY**

CREDIT ACCOUNTS OIL COMPANIES | FIRM NAME | ADDRESS | ACCOUNT NUMBER

OTHER | FIRM NAME | ADDRESS | ACCOUNT NUMBER

OTHER | FIRM NAME | ADDRESS | ACCOUNT NUMBER

BANK NAME | ACCOUNT NUMBER | ADDRESS | TYPE ACCOUNTS ☐ LOAN ☐ CHECKING ☐ SAVINGS

AUTO FINANCED BY | ADDRESS | LOAN NUMBER

	MAKE	YEAR	AMOUNT OWING
CARDS TO BE USED FOR			

ESTIMATED MONTHLY PURCHASES ☐ $50 OR LESS ☐ $50 TO $100 ☐ $100 TO $200 ☐ OVER $200

NEAREST RELATIVE (NOT AT APPLICANT'S ADDRESS) NAME | RELATIONSHIP

NO. | STREET | CITY | STATE

PLEASE READ CAREFULLY BEFORE SIGNING

The undersigned requests that an account be opened for the undersigned and card(s) issued as indicated herein and renewed and replaced, and in connection therewith authorizes ____ or its designee to receive and exchange information, and to investigate the references and other data collected pertaining to credit responsibility of the undersigned. FULL PAYMENT OF ACCOUNT DUE AND PAYABLE UPON RECEIPT OF MONTHLY STATEMENT. Any past due balance will be subject to a FINANCE CHARGE computed at the ANNUAL PERCENTAGE RATE and monthly periodic rate shown on monthly statements. If this application is accepted and one or more credit cards are issued, my acceptance and use of the credit card(s) evidences my agreement to all the terms and conditions in the materials and information accompanying the card(s). It is understood that each party to a joint account is fully liable for all charges to the joint account.

SIGNATURE | DATE | IF JOINT ACCOUNT, OTHER SIGNATURE | DATE

IMPORTANT NOTICE – DETACH AND RETAIN

"The Federal Equal Credit Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of sex or marital status. The Federal Agency which administers compliance with this law concerning this oil company is the Federal Trade Commission, Washington, D.C., 20580."

ASSIGNMENT SHEET #2

PART B

You are 21 years old and working full time . . . where could you borrow $300 in your community? Compare the sources as to collateral needed, services offered, repayment plans, and the cost of credit.

Source	Collateral Required	Services Offered	Repayment Plan	Cost of Credit

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

ASSIGNMENT SHEET #3-EVALUATE CREDIT RATING

Your credit rating is a valuable asset. The credit bureau does not actually rate a person's credit. They simply pass on the information they have received, and the inquiring business makes its own evaluation.

Take this sample test to see how you rate. Decide how many points you should get for each item and total them to find your score.

Banks and other agencies that lend money have a way of rating those who apply for credit. Here is a standard form used by some banks.

The bank wishes to know the following:

Income ______
How long on present job ______
Credit experience ______
Equity in real estate ______
Down payment you can make on purchases ______
Total score ______

From information below fill out your credit rating above.

Income per Week	Points
Under $100	0
$101 to $200	150
Over $200	200
Spouse employed and earning wages	50
Length of Time on Job	
Less than a year	0
One to four years	100
Four to ten years	150
Over ten years	250
Credit Experience	
None	0
Favorable for six months (one source)	250
Favorable for six months (from another source)	100
Good record from previous loans from bank	100
Unfavorable credit references	-100

ASSIGNMENT SHEET #3

Equity in Property	
Little or unknown but do own	100
Equity twice minimum or five years' ownership	200
Property owned clear	300
Down Payment You Can Make	
0 to 10%	0
10% to one-third	100
Over one-third	200

(A score of 600 will usually get you small loans.)

How did you rate? You might like to try the scale below, too!

Previous Loans with Same Bank	No previous loan: No points given or deducted.	Satisfactory loan: 40 points.	Unsatisfactory loan: Subtract 40 points.
Residence	Less than a year: No points given or deducted.	One to four years: 15 points.	Five or more years: 25 points.
Telephone	Home telephone: No points given or deducted.	No phone: Subtract 25 points.	
Job	Less than a year: No points given or deducted.	One to four years: 15 points.	Five or more years: 25 points.
Salary (Gross Monthly)	$0-249: No points given or deducted.	$250-499: 10 points. $500-749: 20 points. Above $750: 30 points.	
Bank Accounts	Special checking: 20 points.	Regular checking: 30 points.	Savings account: 20 points.
Purpose of Loan	Car: 25 points. (No points given for anything else.)		

40 points or less: Applicant is a poor risk. (If the loan is granted at all, applicant must have a co-signer to guarantee the loan.)

41-79 points: Applicant is considered.

Over 80 points: Loan is granted except in unusual situations.

FL - 133-B

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Property used as security for a loan

_____b. Lender taking back the merchandise

_____c. Supplying goods and services with the promise to pay for the goods and services at a later date

_____d. Evaluation of a person's ability to pay

_____e. Charges made while goods and services are supplied and until payment of account is in full

_____f. Clearinghouse for information about individual's credit rating

_____g. Individual needed to sign a loan contract in addition to maker, thus becoming responsible for the obligation if the maker should fail to pay

_____h. Dollars returned to insured person when policy reaches maturity date; amount of cash insured may borrow as a loan against policy

1. Credit
2. Cash value
3. Interest
4. Collateral
5. Co-signer
6. Credit bureau
7. Credit rating
8. Repossess

2. Name types of credit.

a. ______________________________

b. ______________________________

c. ______________________________

3. Name three sources of credit.

a. ______________________________

b. ______________________________

c. ______________________________

4. Distinguish between advantages and disadvantages of using credit. Place an "A" for advantage or "D" for disadvantage in the blanks provided.

______a. Eliminates the need to carry large amounts of cash

______b. Allows consumer to use goods while paying for them

______c. Encourages impulse buying

______d. Facilitates return of merchandise

______e. Causes consumer goods to cost more

______f. Allows consumer to take advantage of some bargains

______g. Aids in recordkeeping and budgeting

______h. Is a forced savings

______i. Can cause financial problems through overspending

______j. Enables consumer to meet financial emergencies

______k. Establishes credit rating

5. Match the three C's of credit to the correct definitions/descriptions.

______a. Measured by financial resources, such as equity in house, household goods (furniture, stereo), automobile, life insurance policy, and savings account

______b. Determined by integrity of money matters, honesty, reliability, willingness to pay, and record of financial responsibility

______c. Judged by present and future income and current financial commitment

1. Character
2. Capital
3. Capacity

6. Match types of sales credit to the correct definitions/descriptions. An answer may be used more than once.

_____a. Interest is charged on unpaid balance

_____b. Down payment is generally required

_____c. Billing is usually monthly

_____d. Purchase of goods and services are made using small plastic squares

_____e. No extra charge is added unless payment is made after specified time

_____f. User signs a contract and agrees to make regular payments over a definite period of time

_____g. Monthly payments must be made on a portion of the outstanding balance

_____h. Merchandise may be repossessed if payments are not made on time

_____i. Maximum amount (line of credit) is established

_____j. Purchases are paid for within a specified period of time, such as 30-60-90 days

1. Regular charge account
2. Revolving charge account
3. Credit card account
4. Installment account

7. Match types of loans to the correct definitions/descriptions.

_____a. Offered by banks whereby consumer can receive loan simply by writing a check

_____b. Arrangement that allows a consumer to borrow up to the amount in his/her savings account without withdrawing the savings

_____c. Mortgage loan insured by the Federal Housing Authority

_____d. Based on the cash value of an insurance policy

_____e. Financing for college education with repayment usually not beginning until after graduation

1. Check credit loan
2. Life insurance loan
3. Education loan
4. FHA loan
5. Passbook loan

______f. Legal title/claim to an item purchased is held as security by the lending institution until the item is paid in full

______g. Special loan for increasing the value of a residence

______h. Money borrowed to pay all debts

______i. Made to a consumer with a good credit rating with the promise to repay as the only collateral

______j. Using a bank credit card to finance purchases or receive cash

______k. Mortgage loan for eligible veterans with the Veteran's Administration partially guaranteeing the loan

______l. Loan made on real estate with the property used as collateral

______m. Made with collateral that is safe and will not lose dollar value

______n. Short term loan (usually less than one year) which is repaid in installments or in full at the end of the designated time period

6. Collateral loan
7. Secured personal loan
8. Consolidated loan
9. Credit card loan
10. Unsecured personal loan
11. Home improvement loan
12. Mortgage loan
13. Demand loan
14. VA loan

8. Select from the list below factors that affect amount of interest. Place an "X" in the appropriate blanks.

______a. Economic conditions

______b. Purpose and type of loan

______c. Race, sex, age, marital status

______d. Institution granting loan

______e. State of health

______f. Credit rating

______g. Type of job

______h. Salary

9. Select from the list below precautions in using consumer credit. Place an "X" in the appropriate blanks.

______a. Borrow only what you need

______b. Pay bills on time in order to become known as a good credit risk

______c. Read most of the contract before you sign

______d. Use credit to purchase luxuries and consumable items

______e. If the interest is discount interest, it is about twice the amount represented in terms of true, or simple, interest rate

______f. Choose the longest pay-back terms allowed

______g. Sign a blank contract if the loan agency is reputable

______h. Try to borrow from a bank or a credit union and buy in cash, obtaining the best cash discount you can find

10. Compare cost of credit.

11. Complete a sample loan application.

12. Evaluate credit rating.

(NOTE: If activities 10-12 have not been accomplished prior to the test, ask your instructor when they should be completed.)

ESTABLISHING CREDIT AND OBTAINING LOANS
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (8 points)

a.	4	g.	5
b.	8	h.	2
c.	1		
d.	7		
e.	3		
f.	6		

2. (3 points)

   a. Service credit

   b. Sales credit

   c. Cash loans

3. (3 points)

   Any three of the following:

   a. Commercial bank

   b. Savings and loan association

   c. Life insurance company

   d. Credit union

   e. Finance company

   f. Pawnbroker

   g. Retail merchant

4. (22 points)

a. A
b. A
c. D
d. A
e. D
f. A
g. A
h. A
i. D
j. A
k. A

5. (3 points)

a. 2
b. 1
c. 3

6. (20 points)

a. 2
b. 4
c. 1
d. 3
e. 1
f. 4
g. 2
h. 4
i. 2
j. 1

7. (14 points)

a. 1
b. 5
c. 4
d. 2
e. 3
f. 6
g. 11
h. 8
i. 10
j. 9
k. 14
l. 12
m. 7
n. 13

8. (16 points)

a, b, d, f

9. (16 points)

a, b, e, h

10. Evaluated to the satisfaction of the instructor (15 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (10 points)

FINANCIAL SECURITY
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to select life, health, accident, and homeowners' insurance to fit personal needs and develop financial security. The student should also be able to select an insurance company based upon certain criteria. This knowledge will be evidenced by completion of the assignment sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with financial security to the correct definitions.
2. Name crises that affect financial security.
3. Classify family business papers.
4. State the purpose of insurance.
5. Select from a list basic concepts of insurance.
6. Match the major types of insurance to correct definitions of each.
7. Select from a list characteristics of life insurance.
8. Select from a list characteristics of health insurance coverage.
9. Define the term *workers' compensation*.
10. Select from a list features of workers' compensation.
11. Select from a list characteristics of homeowners' insurance.
12. Match types of auto insurance to descriptions of each.
13. Name factors affecting the cost of auto insurance.
14. Select from a list statements about what to do or not do in case of an auto accident.

15. Select from a list factors affecting selection of insurance company.
16. State the purpose of estate planning.
17. Name aids in estate planning.
18. Distinguish between advantages and disadvantages of wills.
19. Select the kinds of insurance policies that will fit personal needs based upon interviews with insurance agents.

FINANCIAL SECURITY
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Invite insurance agents to explain four major types of insurance and to serve as resource persons. If time does not allow for each agent to be interviewed and/or to do a presentation, you may want to organize panel discussions of several resource people at once. Also, you may want to assign specific questions on the assignment sheet to certain students before the resource people are interviewed.

  F. Invite attorney to discuss estate planning.

  G. Invite funeral home personnel to discuss funeral planning.

  H. Give test.

  I. Reteach if necessary.

II. Instructional materials:

  A. Objective sheet

  B. Information sheet

  C. Assignment Sheet #1--Select Insurance Policies

  D. Test

  E. Answers to test

III. Unit references

  A. Allen, Cliff. *Practical Family Life.* Greenfield, Mass.: Channing L. Bete Co., Inc., 1977.

  B. *Estate Planning.* Circular E-726. Stillwater: Oklahoma State University Extension.

  C. Blackwell, Dorothy G. "The Papers in Your Life." *Family Living Topics.* #T 4302. Stillwater: Oklahoma State University Extension.

FINANCIAL SECURITY
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Policy holder--Person who owns insurance policy

   B. Premium--Amount of money paid on a periodic basis by policy holder in order to have insurance coverage

   C. Deductible--Amount of money the policy holder will pay before the insurance policy goes into effect

      Example: $100 dollar deductible means the policy holder will pay the first $100 on an accident or sickness

   D. Will--Instrument used to distribute property upon death

   E. Estate planning--Acquiring, investing, protecting, and disposing of assets

   F. Annuity--Yearly payment of specified sum of money for life or definite period of years

   G. Trust--Written agreement by which a property owner transfers title to a third party for the benefits of persons called *beneficiaries*

   H. Heir--Person who inherits property upon the death of another

II. Crises that affect financial security

   A. Death

   B. Job loss

   C. Property lawsuits

   D. Birth

   E. Illness

   F. Accident

      Examples: Personal or property

INFORMATION SHEET

III. Family business papers

(NOTE: Paper is used to record the important events in our lives, such as births, deaths, marriages, or the purchase of homes or automobiles. Family papers and evidences of business transactions deserve the best of protection. Papers should be kept for different lengths of time.)

A. Papers to keep in a safe-deposit box

(NOTE: A list of the contents of the safe-deposit box should be in home file.)

1. Abstracts of title and deeds for real estate
2. Adoption papers and birth certificates
3. Baptismal and confirmation certificates

   (NOTE: Church documents of your birth date are necessary when obtaining a delayed birth certificate.)
4. Deeds and mortgages
5. Education certificates

   Example: Diplomas
6. Marriage and divorce certificates
7. List of insurance policies
8. Wills (originals)
9. Stocks, bonds, certificates, United States savings bonds
10. Passport
11. Military records
12. Investment records
13. Household inventory
14. Evidences of debt
15. Employment records

INFORMATION SHEET

B. Papers to keep in home file

(NOTE: Most of these papers should be kept at least three years. The last thing to throw away is a valid receipt and/or cancelled check that you may need for proof of payment.)

1. Account books
2. Vehicle titles
3. Bank records

   Examples: Bank statements, deposit slips
4. Guaranties and warranties
5. Health records
6. Instruction books
7. Insurance policies
8. Income and employment records
9. Household inventory
10. Investment records
11. Licenses to practice profession
12. List of credit cards
13. List of items in safe-deposit boxes
14. Keys
15. Payments due you
16. Receipts
17. Sales slips
18. Tax returns
19. Wills (copies)

INFORMATION SHEET

C. Papers to carry with you

1. Credit cards
2. Driver's license
3. Identification
4. Insurance cards
5. Medical information

   Examples: Doctor's name, address, telephone number; blood type
6. Membership cards
7. Social security card

IV. Purpose of insurance--To protect persons against economic disaster due to unexpected happenings

V. Basic concepts of insurance

A. Insurance shares economic loss

B. Insurance spreads risk over a large group

C. Each person pays a small portion of each loss

D. Insurance replaces value only

E. Insurance provides security to policy holders

F. Costs of a policy depend on many factors

Examples: Age; health; amount of coverage; type of policy; hazardous occupations; hobbies, such as sky diving and motorcycle racing

G. Money can be saved by paying premiums annually instead of monthly

H. Persons who want insurance should shop around to get maximum benefits at minimum cost

I. Policies should be reviewed periodically to protect against inflation

J. Premiums are lower for higher deductibles and limited range of losses

INFORMATION SHEET

K. Many factors should be considered before deciding on the amount of insurance

Examples: Income; net worth; age of dependents; skills of dependents; indebtedness; possible hazards, such as swimming pools; long term goals, such as college education

VI. Major types of insurance

A. Life insurance–Helps cover family financial needs when "breadwinner" dies

B. Health insurance–Pays part of the medical bills when someone is hurt or sick

C. Homeowners' insurance–Protects home and belongings against loss

(NOTE: This is sometimes known as "fire" insurance although it covers more than loss from fire.)

D. Auto insurance–Covers vehicle-related damage, loss, or injuries

VII. Characteristics of life insurance

A. May provide savings and retirement income

B. Amount of coverage depends on the amount of money the survivors will need to keep a reasonable living standard

Examples: Funeral costs, at least six months' living expenses, remaining mortgage on home, education for children and other survivors, emergencies, outstanding debts

VIII. Health insurance coverage

A. Patchwork of separate policies and companies is likely to duplicate coverages and to cost more

B. Group plans can often be less expensive

(NOTE: Keep health insurance benefits in mind when job hunting.)

C. Some policies cover only major hospital expenses

D. Some policies provide regular income for the disabled

INFORMATION SHEET

IX. Workers' compensation—Health insurance provided by each state

X. Features of workers' compensation

  A. Is in effect in all states

  B. Employer must insure employees

  (NOTE: This applies usually to firms with four or more full-time employees.)

  C. Covers injury on the job

  D. Covers illness as result of job

  E. Pays percentage of earnings

  F. Pays accidental death benefits

XI. Characteristics of homeowners' insurance

  A. Home should be insured for at least 80% of its value to get a loan

  B. Protection is provided if someone is injured on your property

  C. Coverage is in effect if you or a family member accidentally damages another's property

  D. Cost is determined by the amount of protection, type of construction, location, and availability of fire department

XII. Types of auto insurance

  A. Liability—Covers property damage and personal injury you may cause

  B. Collision—Covers damage to your own car

  C. Comprehensive—Protects against loss of car from fire, theft, or other causes

  D. Extra coverage—Coverage for towing, damage caused by uninsured motorist, and unusual events

XIII. Factors affecting cost of auto insurance

  A. Amount of coverage

  B. Characteristics of driver

  Examples: Driving record, enrollment in driver's education class, age, sex

INFORMATION SHEET

C. Characteristics of automobile

Examples: Car's value, how car is used, where car is used

XIV. What to do or not do in case of an accident

A. Check to see if anyone is injured

B. Do not leave the scene of an accident

C. Call the local police, state police, or highway patrol

D. Write down on paper the date, location (include cross streets, addresses, mileposts), time of the accident, names and addresses of persons involved, injured persons, and witnesses

E. Do not accept responsibility of risk before notifying your agent or company

F. Notify your agent or company

G. Do not discuss accident but record remarks and discussions made

XV. How to select an insurance company

A. Ask for other people's opinion of the company's reliability and speed in paying benefits

Examples: Competitors, Chamber of Commerce, banker, attorney, accountant

B. Notice if the quoted price is competitive

C. Ask about options that are available

Examples: Higher deductibles, varying amounts of protection

D. Find out all the types of insurance available from one company

Examples: Life, auto, homeowners'

E. Select an agent with the ability to explain policies, answer questions, and meet your individual needs

F. Find out if there is an adequate staff to handle problems, even if your agent is not available at the time

INFORMATION SHEET

G. Investigate the stability of the company

Examples: Size, years in business, reputation

H. Check on the servicing ability of the company

Example: If your company is represented in only twenty-five states and you move to a state where there is no agent, it would be difficult to have your insurance needs met

XVI. Purpose of estate planning--Careful estate planning under legal advice can reduce probate expenses and tax losses

(NOTE: Probate expenses involve proving before a judge that a document is genuine.)

XVII. Aids in estate planning

A. Annuities

B. Life insurance

C. Trust

D. Wills

XVIII. Advantages and disadvantages of wills

A. Advantages

1. Leaves full control of property with owner until death

2. Permits owner to distribute to best meet needs and wants

3. Can be changed if conditions make it necessary

4. May offer tax advantages

B. Disadvantages

1. Fails to carry out owner's wishes if improperly planned

2. Permits owner to direct use of property for many years after death

(NOTE: This sometimes causes hardships to heirs caused by changing economic and family circumstances.)

FINANCIAL SECURITY
UNIT V

ASSIGNMENT SHEET #1-SELECT INSURANCE POLICIES

Since there is a lot of variety in premiums, policies, terms, and companies, it is advisable to "shop around" before selecting your agency and policies. Interview an insurance agent for each kind of insurance. Use the questions listed below as guidelines. Feel free to add your own questions. The insurance agent may be a guest speaker in the classroom or student organization meeting, someone you interview for a homework assignment, or someone you interview while on a field trip to an insurance agency.

After completing the interview, describe briefly in the space provided at the end of the assignment sheet the kinds of insurance policies you want to meet your personal needs now. How do you think the kind of policies you will need in ten years will be different from those policies that would fit your needs today? What options do you find desirable?

General Questions:

1. What is *annuity*?

2. Can one insurance plan be exchanged for another insurance plan if the policy holder desires?

3. What does a person have to do to show that she/he is insurable?

4. How do you figure how much coverage is enough?

5. Are there provisions to pay insurance premiums if a person becomes totally and permanently disabled?

6. What is *endowment insurance*?

7. What does *face amount* mean?

8. What is a *mortality table*?

ASSIGNMENT SHEET #1

9. What is *settlement option?*

10. What is *actual cash value*?

11. Is a person covered by a policy as soon as application is made, or is there a waiting period before the policy takes effect?

12. Is insurance a gamble?

13. Is it illegal for an agent to give a rebate to a policyholder from the agent's commission?

14. Does *underwriting* mean that the insurance company is determining whether or not a person is a good risk?

15. Is a *rider* a part of an insurance policy?

16. What does *grace period* mean?

17. Can an insurance company cancel a person's insurance after premiums have been paid for several years?

18. What is the role of the State Insurance Commission?

Life Insurance:

1. What is *limited payment life insurance?*
2. What is *nonparticipating life insurance?*

ASSIGNMENT SHEET #1

3. What is *participating life insurance?*

4. What is the difference in term and permanent life insurance?

5. Do the terms *permanent life insurance, cash value life insurance, whole life insurance, straight life insurance,* and *ordinary life insurance* all mean the same things? How do they differ?

6. What is the difference in level and decreasing term insurance?

7. Which is the most expensive, term or permanent life insurance?

8. Does term life insurance have any cash value?

9. Is term life insurance payable only at death?

10. Is term life insurance a contract only for a stated period of time?

11. Can level term life insurance be renewed at the end of the contract if there have been no changes in health?

12. Is it generally more expensive to renew level term life insurance?

13. What is usually the specified time period for level term life insurance? For decreasing term insurance?

ASSIGNMENT SHEET #1

14. Do premiums and the face amount remain the same during the contract for level term life insurance? For decreasing life insurance?

15. What would be a situation in which a person would want decreasing term life insurance rather than level term life insurance?

16. Which is most frequently purchased, term life insurance or permanent life insurance?

17. What are some optional features which may be added to life insurance if a person qualifies?

18. What is *waiver of premium*?

19. What is *double indemnity*?

20. What is *loan value*?

21. Can insurance premiums be paid up for a certain period of time? Permanently?

22. Is life insurance a way to save money?

23. What is an *endowment*?

24. Can life insurance policies be used for collateral?

25. What is the interest rate if you borrow on a life insurance policy?

ASSIGNMENT SHEET #1

26. Does borrowing from a policy decrease the face value by the amount borrowed plus the interest?

27. Are there only certain ages at which a policyholder can purchase additional life insurance? If so, what are the ages?

28. What does a person have to do to include his/her spouse on the insurance policy if he/she were not married when the policy was first taken out? What about the birth or adoption of children?

29. If a person has the option of having premiums paid upon disability, do those premiums ever have to be repaid?

30. Are you covered in case of war?

31. Is a person covered in case of suicide?

32. Does an insurance company have the right to perform an autopsy?

Homeowners' Insurance:

1. Is there payment for indirect loss, such as rental income not received because of a destroyed building?

2. Do you have inland marine insurance to cover property that does not remain in a fixed location, such as cargo or contractor's equipment?

3. Can jewelry and other valuable items be included in a homeowner's policy?

ASSIGNMENT SHEET #1

4. Do policies cover damages resulting from torts and other crimes?

5. What is the difference in *basic form*, *broad form*, *comprehensive form*, and *tenant homeowners' policies?*

6. Do basic homeowners' policies cover the following disasters: fire, lightning, windstorms, hail, explosions, riots, falling aircraft, smoke damage, vandalism, and theft?

7. Do broad homeowners' policies cover more disasters than basic homeowners' policies?

8. Which kind of homeowners' policy is most widely purchased?

9. Can coverage be purchased for the following disasters: weight of ice, snow, and sleet; explosion of heating systems; water damage; freezing pipes; electrical damage to appliances; and glass damage?

10. Can a person usually get coverage for the following disasters: earthquakes, landslides, floods, backed-up sewers, war, nuclear radiation, tornadoes, and hurricanes?

Automobile Insurance:

1. Does auto insurance include coverage of medical payments?

2. Is it required by law to have auto insurance?

3. Does liability insurance cover you regardless of who is at fault?

ASSIGNMENT SHEET #1

4. Does liability insurance pay for damage to others when you are at fault?

5. Does *casualty company* mean a company that sells automobile insurance?

6. Do you often have to go to court to settle claims?

7. Does coverage include damage to property, such as lamp posts, telephone poles, and buildings?

8. Are medical payments covered when the other accidents are the responsibility of the driver? When the other driver's liability will not pay?

9. What are the limits of coverage?

10. What is the usual amount of deductibles?

11. What can cause a person to have his/her auto insurance dropped by the insurance company?

12. How many estimates of damage does a person need to get after an accident before filing a claim?

13. Why do unmarried young males have the highest premiums?

14. How long does an accident stay on a person's record?

ASSIGNMENT SHEET #1

15. What are some restrictions a driver may have to agree to in order to get auto insurance at a lower price?

16. Can you insure more than one car on the same policy?

Health Insurance:

1. What is *major medical*?

2. Does the insurance company pay directly to the policy holder or to the hospital?

3. Are there maximum daily amounts and number of days covered?

4. Can coverage be obtained for visits to the clinic, medicines, hospital room, x-rays, surgery, dental, ambulance, blood, oxygen, private nurse, laboratory costs, physician's fee?

5. Can options be furnished to provide income while in the hospital or disabled?

ASSIGNMENT SHEET #1

LIFE INSURANCE POLICY

The type of life insurance that I feel would meet my needs is ____________

____ because

____

____

____

____

____

____

____

____

____

The cost ranges from $ ________ to $ ________.

HOMEOWNERS' INSURANCE POLICY

The type of homeowners' insurance policy I feel would meet my needs is ________

____ because

____

____

____

____

____

____

____

____

____

The cost of ranges from $ ________ to $ ________.

ASSIGNMENT SHEET #1

AUTOMOBILE INSURANCE POLICY

The type of auto insurance policy I feel would meet my needs is ______________

____ because

The cost ranges from $ __________ to $ __________.

HEALTH INSURANCE POLICY

The type of health insurance policy I feel would meet my needs is ______________

____ because

The cost ranges from $ __________ to $ __________.

FL - 163-B

FINANCIAL SECURITY
UNIT V

TEST

NAME ________________________________ SCORE ____________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Amount of money paid on a periodic basis by policy holder in order to have insurance coverage

_____b. Person who owns insurance policy

_____c. Amount of money the policy holder will pay before the insurance policy goes into effect

_____d. Instrument used to distribute property upon death

_____e. Person who inherits property upon the death of another

_____f. Written agreement by which a property owner transfers title to a third party for the benefits of persons called *beneficiaries*

_____g. Yearly payment of specified sum of money for life or definite period of years

_____h. Acquiring, investing, protecting, and disposing of assets

1. Policy holder
2. Premium
3. Deductible
4. Heir
5. Estate planning
6. Annuity
7. Trust
8. Will

2. Name four crises that affect financial security.

a. ____

b. ____

c. ____

d. ____

3. Classify family business papers. Place an "S" in front of those papers to keep in a safe-deposit box, an "H" for those kept in home file, and a "Y" for those papers carried with you.

_____a. Vehicle titles

_____b. Adoption papers and birth certificates

_____c. Medical information

_____d. Health records

_____e. List of items in safe-deposit boxes

_____f. Driver's license

_____g. Bank records

_____h. Income and employment records

_____i. Baptismal and confirmation certificates

_____j. Identification

4. State the purpose of insurance.

____

____

5. Select from the following list basic concepts of insurance by placing an "X" in the appropriate blanks.

_____a. Insurance shares economic loss

_____b. Insurance spreads risk over a large group

_____c. Each person pays a small portion of each loss

_____d. Insurance replaces value only

_____e. Insurance provides security to policy holders

_____f. Costs of a policy depend on many factors

_____g. Money can be saved by paying premiums monthly instead of annually

_____h. Persons who want insurance should shop around to get maximum benefits at minimum cost

_____i. Policies should be reviewed periodically to protect against inflation

_____j. Premiums are higher for higher deductibles and a limited range of losses

_____k. Many factors should be considered before deciding on the amount of insurance

6. Match the major types of insurance on the right to definitions of each. Place the appropriate numbers in the blanks provided.

______a. Protects home and belongings against loss

______b. Pays part of the medical bills when someone is hurt or sick

______c. Covers vehicle-related damage, loss, or injuries

______d. Helps cover family financial needs when "breadwinner" dies

1. Life insurance
2. Health insurance
3. Homeowner's insurance
4. Auto insurance

7. Select from the following list characteristics of life insurance by placing an "X" in the appropriate blanks.

______a. May provide savings and retirement income

______b. Costs less for older persons

______c. Amount of coverage depends on the amount of money the survivors will need to keep a reasonable living standard

______d. Costs less to pay the premiums monthly instead of annually

8. Select from the following list characteristics of health insurance coverage by placing an "X" in the appropriate blanks.

______a. All health insurance policies, premiums, and provisions are about the same

______b. It is a good idea to get several policies and companies to get entire coverage

______c. Group plans are usually more expensive

______d. Some policies cover only major hospital expenses

______e. Some policies provide regular income for the disabled

9. Define *workers' compensation.*

____

____

10. Select from the following list features of workers' compensation by placing an "X" in the appropriate blanks.

______a. Is an optional plan that employees may choose

______b. Covers injury both on and off the job

______c. Covers illness both on and off the job

______d. Pays percentage of earnings

______e. Pays accidental death benefits

11. Select from the following list characteristics of homeowners' insurance by placing an "X" in the appropriate blanks.

______a. Home should be insured for at least 80% of its value to get a loan

______b. Protection is provided if someone is injured on your property

______c. Coverage is in effect if you or a family member accidentally damages another's property

______d. Cost is determined by the amount of protection, type of construction, location, and availability of fire department

12. Match types of auto insurance on the right to descriptions of each. Place the appropriate numbers in the blanks provided.

______a. Covers damage to your own car

______b. Covers property damage and personal injury you may cause

______c. Coverage for towing, damage caused by uninsured motorist, and unusual events

______d. Protects against loss of car from fire, theft, or other causes

1. Liability
2. Collision
3. Comprehensive
4. Extra coverage

13. Name two factors affecting the cost of auto insurance.

a. ____

b. ____

14. Select from the following list statements about what to do or not do in case of an auto accident by placing an "X" in the appropriate blanks.

______a. Check to see if anyone is injured

______b. Call the local police, state police, or highway patrol

______c. Write down on paper the date, location (include streets, addresses, mileposts), time of accident, names and addresses of persons involved, injured persons, and witnesses

______d. Do not leave the scene of an accident

______e. Accept the responsibility of risk

______f. Notify your agent or company

______g. Discuss the accident to get all pertinent information before your agent arrives

15. Select from the following list factors affecting selection of insurance company by placing an "X" in the appropriate blanks.

______a. Ask for other people's opinions of the company's reliability and speed in paying benefits

______b. Notice if the quoted price is competitive

______c. Ask about options that are available

______d. Find out all the types of insurance available from one company

______e. Select an agent with the ability to explain policies, answer questions, and meet your individual needs

______f. Find out if there is an adequate staff to handle problems, even if your agent is not available at the time

______g. Investigate the stability of the company

______h. Check on the servicing ability of the company

16. State the purpose of estate planning.

____

____

17. Name two aids in estate planning.

a. ____

b. ____

18. Distinguish between advantages and disadvantages of wills. Place an "A" before the advantages and a "D" before the disadvantages.

_____a. Fails to carry out owner's wishes if improperly planned

_____b. Leaves full control of property with owner until death

_____c. May offer tax advantages

_____d. Permits owner to distribute to best meet needs and wants

_____e. Can be changed if conditions make it necessary

_____f. Permits owner to direct use of property for many years after death

19. Select the kinds of insurance policies that will fit personal needs based upon interviews with insurance agents.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

FINANCIAL SECURITY
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (8 points)

a.	2	e.	4
b.	1	f.	7
c.	3	g.	6
d.	8	h.	5

2. (4 points)

Any four of the following:

a. Death

b. Job loss

c. Property lawsuits

d. Birth

e. Illness

f. Accident

3. (20 points)

a.	H	f.	Y
b.	S	g.	H
c.	Y	h.	H
d.	H	i.	S
e.	H	j.	Y

4. (2 points)

To protect persons against economic disaster due to unexpected happenings

5. (22 points)

a, b, c, d, e, f, h, i, k

6. (4 points)

a. 3

b. 2

c. 4

d. 1

7. (8 points)

a, c

8. (10 points)

d, e

9. (2 points)

Health insurance provided by each state

10. (10 points)

d, e

11. (8 points)

a, b, c, d

12. (4 points)

a. 2

b. 1

c. 4

d. 3

13. (2 points)

Any two of the following:

a. Amount of coverage

b. Characteristics of driver

c. Characteristics of automobile

14. (14 points)

a, b, c, d, f

15. (16 points)

a, b, c, d, e, f, g, h

16. (2 points)

Careful estate planning under legal advice can reduce probate expenses and tax losses

17. (2 points)

Any two of the following:

a. Annuities

b. Life insurance

c. Trust

d. Wills

18. (12 points)

a. D	d. A
b. A	e. A
c. A	f. D

19. Evaluated to the satisfaction of the instructor (50 points)

SECTION C

HUMAN DEVELOPMENT

PERSONAL DEVELOPMENT
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate physical appearance and mental development and to interpret emotional reactions. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with personal development to the correct definitions.
2. Name four types of personal growth and development.
3. Distinguish between adolescent and young adult developmental tasks.
4. Distinguish between adolescent and young adult physiological changes.
5. Name common adolescent physiological growth problems.
6. Match female and male reproductive organs to the correct functions/descriptions.
7. Match stages of menstrual cycle to the correct descriptions.
8. Name common adolescent problems.
9. Distinguish between characteristics of syphilis and gonorrhea.
10. Evaluate importance of physical appearance.
11. Evaluate self attitudes about physical appearance.
12. Interpret emotional reactions.
13. Evaluate mental development.

PERSONAL DEVELOPMENT
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor.

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Invite a medical resource person to present objectives five, six, seven, and nine.

  F. Give test.

  G. Reteach if necessary.

II. Instructional materials:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Evaluate Importance of Physical Appearance

    2. Assignment Sheet #2--Evaluate Self-Attitudes about Physical Appearance

    3. Assignment Sheet #3--Interpret Emotional Reactions

    4. Assignment Sheet #4--Evaluate Mental Development

  D. Test

  E. Answers to test

III. Unit references:

  A. Papalia, Diane E., and Olds, Sally Wendkos. *A Child's World: Infancy Through Adolescence.* New York: McGraw-Hill Book Company, 1975.

  B. Bernard, Harold W. *Human Development in Western Culture.* 4th ed. Boston: Allyn and Bacon, Inc., 1975.

C. Hurlock, Elizabeth B. *Child Development*. 5th ed. New York: McGraw-Hill Book Company, 1972.

D. *From Fiction to Fact: A Teaching Guide on Menstruation and Menstrual Health*. Lake Success, New York: Educational Department, Tampax Inc.

PERSONAL DEVELOPMENT
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Adolescence--Transition between childhood and adulthood; refers to social growth rather than to physical growth

(NOTE: Teenagers experience many physical and psychological changes in a relatively short time. These changes may puzzle and bewilder parents to the point where parents look upon adolescence as a sort of plague. FEW PERIODS IN LIFE HAVE BEEN SO MUCH STUDIED AND SO LITTLE UNDERSTOOD!)

B. Puberty--Physical changes that mark the transition from childhood to adulthood

Examples: Growth spurt, primary sex characteristics, secondary sex characteristics

C. Growth spurt--Uneven growth rates of various parts of the body

(NOTE: It is usually during the growth spurt, a year before puberty, that the "awkward age" arrives. These bodily changes may greatly increase self-conciousness and make a person who does not fit the "norm" feel out of step.)

D. Youth--Age span from approximately 18 - 21+; period just prior to being recognized as an adult

E. Primary sex characteristics--Maturation of reproductive organs

F. Secondary sex characteristics--Physical changes that are associated with recognition of physical adulthood

G. Body image--How an individual looks at self and thinks he/she looks to others

H. Self-concept--How a person feels about the way she/he thinks, looks, and acts

I. Menarche--First menstrual period

J. Menstruation--Monthly shedding of the lining of the unfertilized uterus

K. Premenstrual tension--Few days of discomfort prior to menstrual period

(NOTE: Doctors think this is due to hormonal imbalance that results in water retention, irritability, headaches, and other symptoms.)

INFORMATION SHEET

L. Hormones--Chemical substances that affect growth

Examples: Estrogen, progesterone, testosterone

M. Masturbation--Stimulation of genitals (sex organs) to cause sexual sensation

(NOTE: Masturbation is engaged in by almost everyone during puberty. Although masturbation was once considered a factor in mental disease and physical ailments, like nosebleed and acne, it is now known to be completely harmless. It normally decreases with maturity. Masturbation becomes a problem only in cases of great excess when it indicates deep emotional problems.)

N. Moodiness--Emotional feelings that range from high to low

(NOTE: Part of the reason for moodiness is that adolescents experiment with so many new activities and suffer so many rebuffs that they tend to get downhearted because of frequent temporary failure. Also, they tend to be so active that they drive themselves to extreme fatigue. IT IS WELL TO REMEMBER THAT THERE IS IN EACH PERSON'S LIFE A NORMAL MOOD CYCLE!!!)

O. Inferiority feelings--Feelings of inadequacy

Examples: Few teenagers are as good-looking or charming or strong as they would like to be

Keen competition in the classroom

Parental pressures for mental excellence

Cash shortages for clothing or group activities

Etiquette

P. Frustration--Blocking of wishes

(NOTE: Frustration may lead to aggression! When parents or others in authority deny wishes, teenagers feel like striking back or in some other way expressing aggression. It is a part of social training and maturation to refrain from aggressive behavior in most situations, to hold back anger and show respect for authority, and to yield to others even when your wishes are blocked!)

Q. Nocturnal emissions--Release of discharge during sleep

(NOTE: Nocturnal emissions are also called *wet dreams*. They are involuntary and normal.)

INFORMATION SHEET

R. Venereal disease--Infectious disease transmitted through sexual contact

Examples: Syphilis and gonorrhea

S. Wassermann test--Specific blood test designed to detect syphilis

II. Types of personal growth and development

A. Physical (Assignment Sheets #1 and #2)

(NOTE: The physical changes of puberty mark the beginning of adolescence. With these physical changes, heightened sexual interests develop and social growth accelerates. Both sexes experience changes in body features and a growth spurt.)

B. Emotional (Assignment Sheet #3)

(NOTE: Puberty is a time of psychological change as well as physical. Individuals worry about how they look to others and whether their rapid growth rate means there is something wrong with them. They worry about being attractive. Puberty is associated with the beginnings of a desire for independence and the right to be self-reliant.)

C. Mental (Assignment Sheet #4)

D. Social

(NOTE: Social growth requires willingness to assume responsibility for the care and welfare of others as well as for oneself.)

III. Adolescent and young adult developmental tasks

(NOTE: Developmental tasks are skills, attitudes, and knowledge that must be learned and achieved by an individual if one is to satisfy the expectations of society.)

A. Adolescent developmental tasks

1. Achieve appropriate peer relations

2. Accept one's physique

3. Achieve emotional independence

(NOTE: Sometimes actions taken to achieve emotional independence appear to be interpreted by authorities as defiance. It is often difficult for parents to permit their children to experiment and "test their wings outside the nest.")

INFORMATION SHEET

4. Gain assurance that one can be economically independent

   (NOTE: When teenagers get jobs they begin preparing themselves for economic adulthood.)

B. Young adult developmental tasks

1. Select and prepare for an occupation
2. Prepare for adult life-styles
3. Develop intellectual skills and concepts for civic competence
4. Achieve socially responsible behavior

IV. Physiological changes associated with adolescence and youth

A. Adolescent physiological changes

(NOTE: Since one's appearance during adolescence exerts such a strong influence on the self-concept, it is not surprising that the timing of physical development is important. However, each young person develops at his/her own rate. There is no way to hurry up or slow down the process. Time is the cure, and often the growing young person outgrows a particular problem before becoming reconciled to it.)

1. Growth spurt

   (NOTE: Growth at this time is mostly in the arms, legs, and neck rather than in the trunk.)

   Examples: Sharp increase in height (females at about ages 11 - 13 and males at about ages 13 - 15 1/2)

   Nose or chin may seem to be out of proportion

   Female pelvis widens

2. Primary sex characteristics
3. Secondary sex characteristics

   Examples: Hair growth around sex organs and underarms; breast development; nocturnal emissions; skin changes, e.g., acne; menstruation; voice changing and deepening, especially in males; darkening of facial hair on males

INFORMATION SHEET

B. Young adult physiological changes

(NOTE: These changes occur more slowly than do the adolescent changes and, therefore, appear to cause much less frustration.)

1. Reach maximum height
2. Reach optimum health
3. Assume adult body and facial proportions

V. Common adolescent physiological growth problems

(NOTE: The problems listed below were given by teenagers as sources for worry. A *Psychology Today* survey found that "adolescent beauty . . . leaves its mark for years." People who accept their physical being during the teen years had higher self-esteem and were happier than less comely people in their forties.)

A. Lack of height

B. Overweight

C. Poor physique

D. Lack of strength

E. Unusual facial features

F. Acne

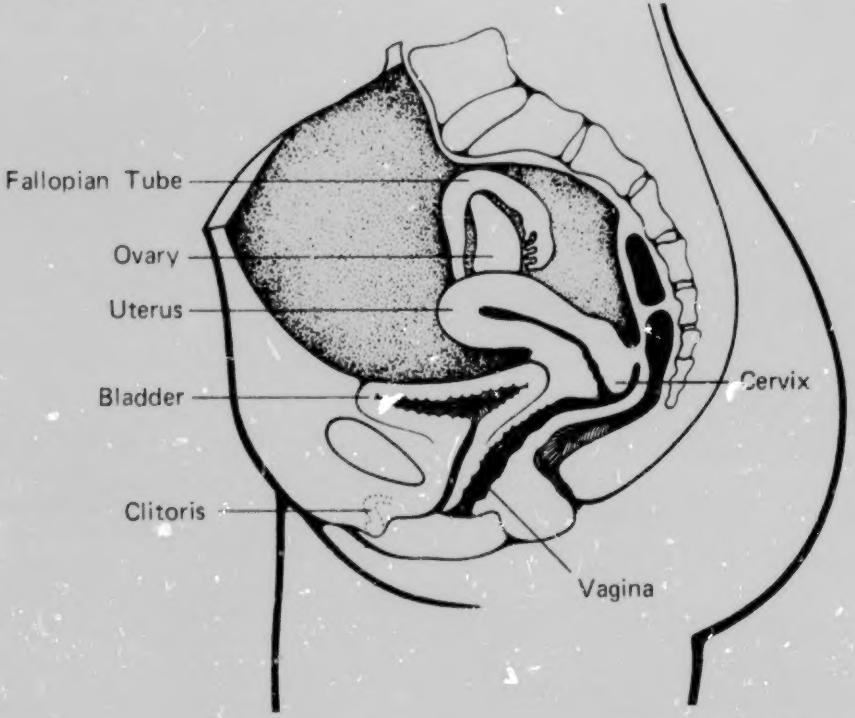
G. Lack of shoulder width

H. Early/late development of primary and secondary sex characteristics

I. Excessive height

INFORMATION SHEET

VI. Reproductive organs

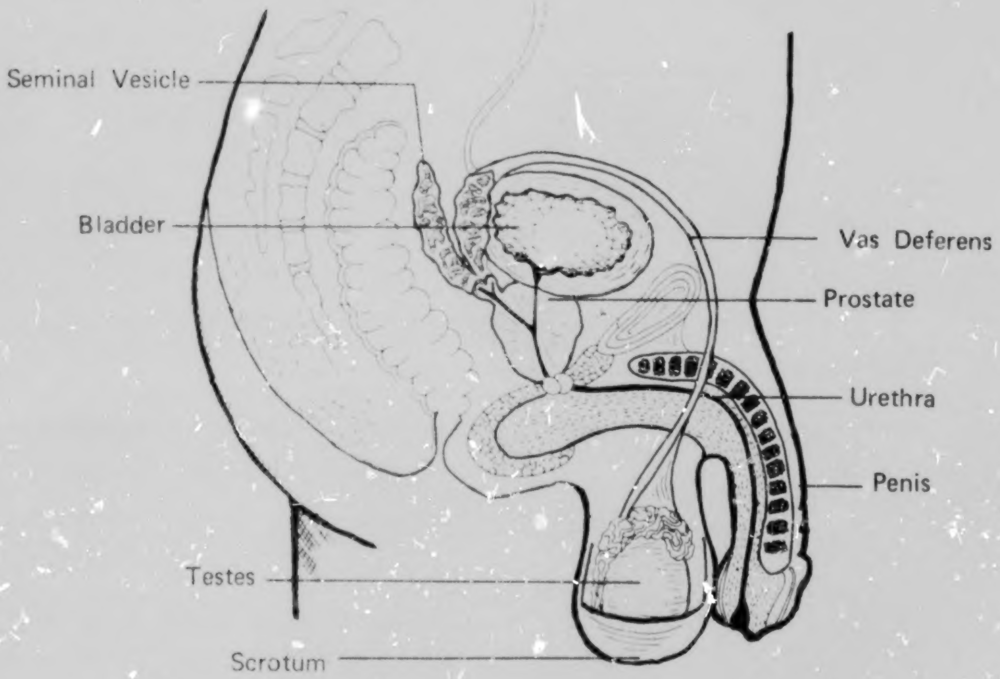

Fallopian Tube
Ovary
Uterus
Bladder
Clitoris
Cervix
Vagina

A. Female reproductive organs

1. Fallopian tubes--Connect ovaries and uterus; eggs travel through them once a month
2. Uterus--Flexible, elastic, pear-shaped organ that houses fetus; also called *womb*; site of conception
3. Cervix--Opening at neck of uterus
4. Vagina--Passage from uterus to outside of body
5. Clitoris--Very sensitive organ near opening of vagina
6. Bladder--Holds urine
7. Ovaries--Contain egg cells

INFORMATION SHEET

B. Male reproductive organs


Seminal Vesicle
Bladder
Vas Deferens
Prostate
Urethra
Penis
Testes
Scrotum

1. Urethra--Tube that carries semen through penis
2. Testes--Produce sperm
3. Scrotum--Pouch of skin holding testes
4. Vas deferens--Tube through which sperm passes; located in scrotum
5. Seminal vesicle--Serves as temporary storage for semen
6. Prostate--Produces whitish fluid that combines with sperm to form semen
7. Penis--Deposits semen in female vagina; delivers urine
8. Bladder--Holds urine

INFORMATION SHEET

VII. Menstrual cycle

A. Postmenstrual phase--Resting stage when the pituitary gland sends out hormones to the ovaries and one egg or ovum begins to ripen

B. Intermenstrual phase--Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the Fallopian tube on its way to the uterus

C. Premenstrual phase--Lining of the uterus continues to grow and thicken and become prepared to receive the fertilized egg

(NOTE: If the egg does not become fertilized, it simply disintegrates.)

INFORMATION SHEET

D. Menstrual phase--Actual shedding of the uterine lining

VIII. Common adolescent problems

(NOTE: Most discussions of adolescence are heavily problem-oriented, even though the great majority of the problems that most teenagers have are just normal developmental hurdles. Most people weather the crises of adolescence quite well, especially considering the complexity of the society in which they grow up. And yet, with this, we still have to recognize that many numbers of young people do have serious problems, problems that affect their own future and, often, society at large.)

A. Drug abuse

Examples: Tobacco, alcohol, marijuana, pills

B. Juvenile delinquency

C. Sexual problems

Examples: Venereal disease, unwanted pregnancy

D. Suicide

E. Emotional problems

Examples: Guilt feelings about masturbation, homosexuality; inferiority feelings about physical appearance; frustrations with parents, peers, and teachers; embarrassment; moodiness

IX. Characteristics of syphilis and gonorrhea

A. Syphilis

1. Is caused by an organism called *spirochete*

2. Is contacted during intimate physical contact with a carrier of the disease

3. Spreads throughout every part of the body

INFORMATION SHEET

4. Has early symptoms that are either absent or so slight they may be unnoticed

   (NOTE: The first sign of syphilis is usually a single painless sore at the site of infection, appearing 10-90 days after contact. It may look like a pimple, blister, or open sore. The later signs, appearing 2-6 months after exposure, include a breaking out or rash all over the body or on any part, sores in the mouth, sore throat, and/or falling hair or fever. Signs do not always occur; they may go unnoticed. Some people discover they have syphilis through a blood test.)

5. May cause insanity, crippling paralysis, heart disease, blindness, or deafness

6. Can be treated with proper medicines and medical supervision during early stages; treatment in its advanced stages will stop its progress, but the damaged parts of the body may not be restored to good health

7. Can occur repeatedly with infected carriers; do not build up resistance to disease

B. Gonorrhea

1. Is caused by organism called *gonococcus*

2. Is contacted during intimate physical contact with a carrier of the disease

3. Usually remains localized near the reproductive system or rectum

4. Has varied symptoms

   (NOTE: The first symptom for males is usually a burning pain when urinating, accompanied by a discharge of pus from the penis. This occurs from two to six days after contact with the infected person. A female rarely notices any symptoms.)

5. May cause arthritis, heart problems, sterility, or serious pelvic disorders

6. Can occur repeatedly with infected carriers; do not build up resistance to disease

7. Can be treated with proper medicines and medical supervision

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #1--EVALUATE IMPORTANCE OF PHYSICAL APPEARANCE

PART A

Feelings of self begin when a child is very young. Research studies show that by age three or four children can tell whether other people think of them as handsome or ugly. In many cases, the good-looking child receives praise and affection while the less attractive child may become the object of ridicule and neglect.

You be the counselor or advisor! How would you advise parents to help each of their children to build a positive self-concept, regardless of the child's physical appearance?

1. Give examples parents might say.

   ____
   ____
   ____
   ____

2. Give examples parents should say.

   ____
   ____
   ____

PART B

Oliver Cromwell was a famous English statesman. When Cromwell was having his picture painted, he told the artist, "Paint me as I am, warts and all."

1. What do Cromwell's directions to the artist tell you about his self-concept and body image?

   ____
   ____
   ____
   ____

ASSIGNMENT SHEET #1

2. What directions would you give to an artist who was about to paint your portrait?

____

____

____

____

3. Why would you give these directions?

____

____

____

____

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #2--EVALUATE SELF-ATTITUDES ABOUT PHYSICAL APPEARANCE

The attitude you take toward a physical feature that you dislike is a measure of your self-acceptance. Are you overcoming your sensitivity about a physical feature that you dislike? Use the following questions to evaluate your self-acceptance of physical features.

1. Do I become easily embarrassed or indignant at the teasing of others? YES NO
2. Do I remember that my physical features will change as I mature physically? YES NO
3. Do I play up my good points and thus minimize weaker points? YES NO
4. Do I remember that no one is perfect and that even the most attractive people have some physical features they wish were different? YES NO
5. Have I considered that some physical feature I think unattractive may be thought by others to be a mark of beauty or individuality? YES NO

   (NOTE: You may get encouragement by noticing how many TV performers fall short of beauty!)
6. Do I try to develop my character and social skills, realizing that they can offset physically unattractive features? YES NO
7. Do I refrain from self-pity and take an interest in other persons and problems, thus forgetting my weakness? YES NO
8. Do I pay particular attention to cleanliness, grooming, and selection of clothing? YES NO

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #3--INTERPRET EMOTIONAL REACTIONS

Emotions are the strong feelings that develop when you become aware of an unexpected sound, movement, or a new bit of information. Emotions can be happy and pleasant, as when you are suprised with a gift you have wanted for a long time. Emotions can be unpleasant and sad, as when someone you love dies or goes away. Emotions are a part of development.

Some emotions can help you organize your life and escape from danger. Others make you feel disorganized or unable to make a decision, even when it's very important that you take action. Emotions affect the body because the brain and the body work together. Strong emotions like anger or joy can make your heart beat faster, make your mouth feel dry, cause you to sweat, or make your stomach feel tight!

PART A

Use the questions on the next page to interview at least five adults concerning their emotions. Summarize each of the responses in the spaces provided.

ASSIGNMENT SHEET #3

	#1	#2	#3	#4	#5
1. What are emotions?					
2. Are emotions helpful or harmful? Give examples.					
3. Would you root for a player who cries after losing the big game? Why or why not?					
4. Would you vote for a politician who shows emotion by getting "choked up" during a campaign speech? Why or why not?					

ASSIGNMENT SHEET #3

PART B

1. What emotions did you feel while taking the poll?

____

____

____

____

2. What emotions did you feel after you heard the answers?

____

____

____

____

3. Is there a difference between male/female responses?

____

____

____

____

PART C

But what about you??? Everyone has basic emotional needs. Some of the more common emotional needs that contribute to a person's mental health are:

Belonging--Need to be a part of a family, group, or team

Approval--Need for praise when you have earned it

Achievement--Need to succeed

New experiences--Need for variety in your life

Security--Need to be free from fear

ASSIGNMENT SHEET #3

Write one example of how you try to meet each basic need below.

1. Belonging

2. Approval

3. Achievement

4. New experiences

5. Security

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #4--EVALUATE MENTAL DEVELOPMENT

Intelligence increases rapidly during adolescence and continues to increase during youth and adulthood. In fact, many thinking skills reach a peak later in life. YOU decide how much you will learn during your lifetime. You probably know students who use their intelligence regularly for study, homework, sports, hobbies, and social activities. Life is usually much easier for them.

There have been recent studies at Harvard University on how children learn and why they succeed in school. The findings of the studies suggest that home background has more influence than anything else. The results also show that success in school depends on:

The quality of subjects taught

The amount of time a student spends in class

The amount of time a student spends on homework

The quality of teachers

YOU DECIDE!!! Which one of the above best explains how you learn? Give at least one reason for your answer!

PERSONAL DEVELOPMENT
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. Definitions are continued on the next page.

______ a. How an individual looks at self and thinks he/she looks to others

______ b. Release of discharge during sleep

______ c. Few days of discomfort prior to menstrual period

______ d. Uneven growth rates of various parts of the body

______ e. Specific blood test designed to detect syphilis

______ f. First menstrual period

______ g. Stimulation of genitals (sex organs) to cause sexual sensation

______ h. Transition between childhood and adulthood; refers to social growth rather than to physical growth

______ i. Age span from approximately 18-24+; period just prior to being recognized as an adult

______ j. Feelings of inadequacy

______ k. Infectious disease transmitted through sexual contact

______ l. Maturation of reproductive organs

______ m. Monthly shedding of the lining of the unfertilized uterus

______ n. Blocking of wishes

______ o. Physical changes that mark the transition from childhood to adulthood

______ p. Emotional feelings that range from high to low

1. Adolescence
2. Growth spurt
3. Youth
4. Body image
5. Menarche
6. Premenstrual tension
7. Masturbation
8. Inferiority feelings
9. Nocturnal emissions
10. Venereal disease
11. Wasserman test
12. Puberty
13. Primary sex characteristics
14. Secondary sex characteristics
15. Self-concept
16. Menstruation
17. Hormones
18. Moodiness
19. Frustration

______q. Physical changes that are associated with recognition of physical adulthood

______r. Chemical substances that affect growth

______s. How a person feels about the way she/he thinks, looks, and acts

2. Name four types of personal growth and development.

a. ________________________________

b. ________________________________

c. ________________________________

d. ________________________________

3. Distinguish between adolescent and young adult developmental tasks by placing an "A" before adolescent tasks and "YA" before young adult tasks.

______a. Prepare for adult life-styles

______b. Achieve appropriate peer relations

______c. Gain assurance that one can be economically independent

______d. Achieve socially responsible behavior

______e. Select and prepare for an occupation

______f. Accept one's physique

______g. Develop intellectual skills and concepts for civic competence

______h. Achieve emotional independence

4. Distinguish between adolescent and young adult physiological changes by placing an "A" before adolescent changes and "YA" before young adult changes.

______a. Secondary sex characteristics

______b. Assume adult body and facial proportions

______c. Reach maximum height

______d. Growth spurt

______e. Reach optimum health

______f. Primary sex characteristics

5. Name four common adolescent physiological growth problems.

a. ____

b. ____

c. ____

d. ____

6. Match female and male reproductive organs to the correct functions/descriptions. Place the appropriate numbers in the blanks provided.

FEMALE

_____a. Flexible, elastic, pear-shaped organ that houses fetus; also called *womb*; site of conception

_____b. Contains egg cells

_____c. Passage from uterus to outside of body

_____d. Connect ovaries and uterus; eggs travel through them once a month

_____e. Very sensitive organ near opening of vagina

_____f. Opening at neck of uterus

_____g. Holds urine

1. Fallopian tubes
2. Uterus
3. Cervix
4. Vagina
5. Clitoris
6. Bladder
7. Ovaries

MALE

_____a. Tube through which sperm passes; located in scrotum

_____b. Deposits semen in female vagina; delivers urine

_____c. Produce sperm

_____d. Holds urine

_____e. Tube that carries semen through penis

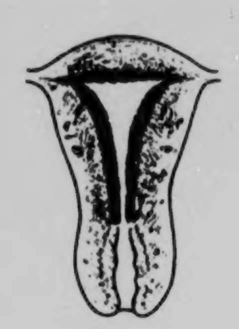
_____f. Serves as temporary storage for semen

_____g. Pouch of skin holding testes

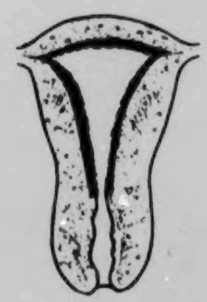
_____h. Produces whitish fluid that combines with sperm to form semen

1. Urethra
2. Testes
3. Scrotum
4. Vas deferens
5. Seminal vesicle
6. Prostate
7. Penis
8. Bladder

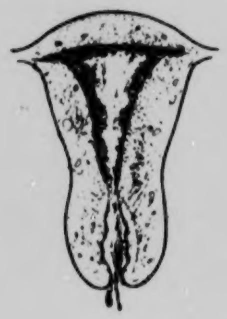
7. Match stages of menstrual cycle to the correct descriptions by placing the correct numbers in the appropriate blanks.



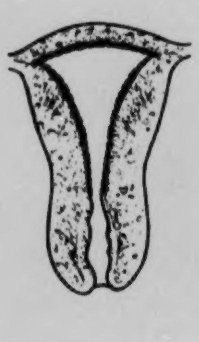
a. ____________________



b. ____________________



c. ____________________



d. ____________________

1) Postmenstrual phase--Resting stage when the pituitary gland sends out hormones to the ovaries and one egg or ovum begins to ripen

2) Intermenstrual phase--Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the Fallopian tube on its way to the uterus

3) Premenstrual phase--Lining of the uterus continues to grow and thicken and become prepared to receive the fertilized egg

4) Menstrual phase--Actual shedding of the uterine lining

8. Name three common adolescent problems.

a. ____

b. ____

c. ____

9. Distinguish between characteristics of syphilis and gonorrhea by placing an "S" before characteristics of syphilis and a "G" before characteristics of gonorrhea. A blank may have more than one correct answer.

______a. May cause arthritis, heart problems, sterility, or serious pelvic disorders

______b. Spreads throughout every part of the body

______c. Can occur repeatedly with infected carriers; do not build up resistance to disease

______d. Caused by organism called *gonococcus*

______e. Usually remains localized near the reproductive system or rectum

______f. Has early symptoms that are either absent or so slight that they may be unnoticed

______g. Can be treated with proper medicines and medical supervision

______h. Has varied symptoms

______i. Is caused by an organism called *spirochete*

______j. Is contacted during intimate physical contact with a carrier of the disease

______k. May cause insanity, crippling paralysis, heart disease, blindness, or deafness

______l. Can be treated with proper medicines and medical supervision during early stages; treatment in its advanced stages will stop its progress, but the damaged parts of the body may not be restored to good health

10. Evaluate importance of physical appearance.

11. Evaluate self-attitudes about physical appearance.

12. Interpret emotional reactions.

13. Evaluate mental development.

(NOTE: If activities 10-13 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PERSONAL DEVELOPMENT
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (38 points)

a. 4
b. 9
c. 6
d. 2
e. 11
f. 5
g. 7
h. 1
i. 3
j. 8
k. 10
l. 13
m. 16
n. 19
o. 12
p. 18
q. 14
r. 17
s. 15

2. (4 points)

a. Physical
b. Emotional
c. Mental
d. Social

3. (16 points)

a. YA
b. A
c. A
d. YA
e. YA
f. A
g. YA
h. A

4. (12 points)

a. A
b. YA
c. YA
d. A
e. YA
f. A

5. (4 points)

Any four of the following:

- a. Lack of height
- b. Overweight
- c. Poor physique
- d. Lack of strength
- e. Unusual facial features
- f. Acne
- g. Lack of shoulder width
- h. Early/late development of primary and secondary sex characteristics
- i. Excessive height

6. (30 points)

FEMALE				MALE			
a.	2	e.	5	a.	4	e.	1
b.	7	f.	3	b.	7	f.	5
c.	4	g.	6	c.	2	g.	3
d.	1			d.	8	h.	6

7. (8 points)

a.	3	c.	4
b.	2	d.	1

8. (3 points)

Any three of the following:

- a. Drug abuse
- b. Juvenile delinquency
- c. Sexual problems
- d. Suicide
- e. Emotional problems

9. (24 points)

   a. G
   b. S
   c. S, G
   d. G
   e. G
   f. S
   g. G
   h. G
   i. S
   j. S, G
   k. S
   l. S

10. Evaluated to the satisfaction of the instructor (22 points)

11. Evaluated to the satisfaction of the instructor (12 points)

12. Evaluated to the satisfaction of the instructor (15 points)

13. Evaluated to the satisfaction of the instructor (12 points)

PERSONAL RELATIONSHIPS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to develop a plan to improve personal relationships. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with personal relationships to the correct definitions.
2. Name roles in personal relationships.
3. Select from a list factors which promote success in personal relationships.
4. Name crises that affect personal relationships.
5. Match defense mechanisms to the correct definitions.
6. Discuss importance of dating and personal relationships.
7. Name three common problems associated with dating.
8. Name four factors that affect wise mate choice.
9. Distinguish between positive and negative reasons people marry.
10. Distinguish between characteristics of romantic love and mature love.
11. Name preliminaries to marriage planning.
12. Select from a list early adjustments in marriage.
13. Name factors that affect the divorce rate.
14. Complete self-analysis activities.
15. Examine personal feelings on love.
16. Rate mate selection qualities.
17. Plan a wedding.

18. Evaluate need for adjustment in personal relationships of marriage.

19. Develop a plan to improve personal relationships.

PERSONAL RELATIONSHIPS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Repeat Assignment Sheet #6 after each of the parts in Assignment Sheets #1 - #5.

F. Use Parts A-E on Assignment Sheet #1 periodically throughout the year, not all at once.

G. Set up panel focusing on parent-teen relationships. Students can select parents for panel and make up questions before panel discussion on common problems, e.g., money, drugs, discipline.

H. Encourage students to investigate "wedding customs" in encyclopedias to learn why such traditions exist.

Examples: Bride's long train; giving away the bride; wedding ring; loud noises, such as dragging tin cans or pans during a chivaree

I. Arrange for a field trip to or a resource speaker from a marriage clinic or marriage counseling center. If there is no marriage clinic or marriage counselor available, check local ministers.

(NOTE: Prepare students by having them describe or define what they consider a "successful marriage." Be sure they consider importance of happiness, romance, child rearing, economic comforts, responsibility in community, and religious questions. Also, have students list the persons they want to consult about marriage before it takes place and indicate subjects or problems they would want to discuss.)

J. Visit a divorce court or invite an attorney to speak to class.

K. Set up role plays in couples. How would they handle family disasters: car accident, bankruptcy, death in the family, job loss of breadwinner, transfer of 100 miles, lawsuit for $150,000, multiple births, stolen car, arrest of family member alcoholism, fire destroying home, dissertion by spouse, serious illness.

L. Consult with county court clerk to assist students with Assignment Sheet #4.

M. Give test.

N. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Complete Self-Analysis Activities
2. Assignment Sheet #2--Examine Personal Feelings on Love
3. Assignment Sheet #3--Rate Mate Selection Qualities
4. Assignment Sheet #4--Plan a Wedding
5. Assignment Sheet #5--Evaluate Need for Adjustment in Personal Relationships of Marriage
6. Assignment Sheet #6--Develop a Plan to Improve Personal Relationships

D. Test

E. Answers to test

III. Unit references:

A. Landis, Paul H. *Your Marriage and Family Living*. 4th ed. New York: McGraw-Hill Book Company, 1977.

B. Jennings, Margie Sumrall. *Decisions in Living*. Lexington, Massachusetts: Ginn and Company, 1976.

C. *Family in Transition*. New York: Butterick Publishing, 1976.

D. *Adolescence, Love, and Dating*. New York: Butterick Publishing, 1976.

E. *Marriage and Parenthood*. New York: Butterick Publishing, 1976.

F. Allen, Cliff. *Practical Family Life*. Greenfield, Massachusetts: Channing L. Bete, Inc., 1977.

IV. Additional references:

A. "Understanding Teenage Marriage." Filmstrip available from Guidance Associates Films, 757 3rd Avenue, New York, NY 10017.

B. Landis, Paul H. *Personal Adjustment, Marriage, and Family Living*. Englewood Cliffs: Prentice Hall, 1975.

PERSONAL RELATIONSHIPS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Siblings--Brothers and sisters

   B. Optimism--Tendency or habit of looking on the bright side of things

   C. Moral code--System by which a person decides what is right or wrong

   D. Ethnic--Smaller divisions within a particular race of people

      Example: French, German, Spanish, and Italian people are all part of the Caucasian race

   E. Crisis--Crucial point in the lives of people

   F. Stress--Mental or physical tension or strain caused by pressure of situations

   G. Adjustment--Change in behavior in order to tolerate a situation

   H. Compatability--Ability to live together harmoniously or get along well with others

   I. Philosophy--Most general beliefs, concepts, and attitudes of a particular group of people or of an individual

   J. Self-concept--How a person feels about the way she/he thinks, looks, and acts

II. Roles in personal relationships (Assignment Sheet #1)

   (NOTE: There are three sides of self that affect our personal relationships: the way you see yourself; the way others see you; and the way you really are.)

   A. Peer

   B. Sibling

   C. Parent

   D. Child

   E. Spouse

INFORMATION SHEET

- F. Citizen
- G. Employee
- H. Employer
- I. Student
- J. Grandchild
- K. Friend
- L. Date
- M. Consumer

III. Factors which promote success in relationships

- A. Be yourself
- B. Accept yourself
- C. Be friendly
- D. Accept others as they are
- E. Have an interest in things outside self
- F. Cultivate a positive self-concept, cheerfulness, and optimism as habits of life

IV. Crises that affect personal relationships

(NOTE: Remember that crises and stressful changes can be both positive and negative.)

- A. Disabled or handicapped family member
- B. Alcoholism or drug addiction
- C. Long-term illness
- D. Divorce
- E. Death
- F. Marriage
- G. Parenthood
- H. Employment
- I. Retirement

INFORMATION SHEET

V. Defense mechanisms

(NOTE: The way a person solves problems is one measure of personality and success in every personal relationship.)

A. Daydreaming--Escape from real situations through wandering thoughts or creating a make-believe world where success is found

(NOTE: This world of fantasy offers success and retreat from lack of success in obtaining affection from parents or friends; lack of acceptance by a desired group; lack of success in grades, athletics, or in some form of competition; lack of finances, acceptable clothes, or some other humiliating shortage; lack of success in dating. In extreme cases the escape is accomplished by drinking or by taking drugs.)

B. Regression--Going back to a more infantile stage in reacting to frustration and defeat

Examples: Babyish whining, temper tantrums

C. Repression--Pushing a problem completely out of one's mind

(NOTE: Repressed fears, guilt feelings, or feelings of animosity may need to be expressed to a counselor, a friend, or an understanding adult. Otherwise, they can become destructive.)

D. Projection--Blaming other people for one's own shortcomings or unacceptable feelings

Examples: The teacher is to blame for low test marks.

Snobbish classmates explain your lack of friends.

Companions got you into trouble.

E. Rationalization--Giving ourselves and others satisfactory reasons for failure rather than acknowledging reasons for failure

Examples: The low grade was from lack of sleep rather than lack of study.

The scarcity of friends is due to lack of money rather than to a failure to be friendly.

INFORMATION SHEET

VI. Importance of dating and personal relationships

(NOTE: While dating may be considered a very important social relationship, it is also the predominant method of mate selection.)

A. Provide opportunities to meet and develop relationships with a number of potential marriage partners

B. Increase self-understanding

C. Develop human relationship skills

D. Develop comfort in associating with opposite sex

E. Provide an opportunity to test compatability

VII. Problems associated with dating

A. Sex

Examples: Double standard, unwanted pregnancy, venereal disease, lack of factual information or misinformation relating to sex, peer pressures

B. Cars

Examples: Curfews, additional insurance costs

C. Drugs

Examples: Alcohol, pills, marijuana

VIII. Factors that affect wise mate choice (Assignment Sheet #3)

A. Age

(NOTE: Below the age of 19 for females and below the age of 22 for males, the chances of success and happiness in marriage appear to be greatly reduced.)

B. Social background

(NOTE: The more alike the couple is in social and recreational interests and in moral standards, the greater the probability of their success in marriage.)

INFORMATION SHEET

C. Wholesome sex attitudes

(NOTE: People who have wholesome attitudes toward sex and who are well-informed on the subject have an advantage in marriage.)

D. Childhood happiness

(NOTE: No single factor is more indicative of probable happiness in marriage than the happiness of a person's childhood. The ability to get along with partners and siblings is favorably related to success in marriage.)

IX. Reasons people marry

A. Positive

1. Love
2. Companionship
3. Happiness
4. Need for one-to-one relationship
5. Sexual satisfaction

(NOTE: Sexual satisfaction is socially approved within marriage.)

B. Negative

1. Spite
2. Pity
3. Loneliness
4. Escape from unhappy home situation
5. Premarital pregnancy
6. Extension of dating

Examples: "We had dated since junior high," "There just wasn't anything else to do"

7. Parental and peer pressure
8. Sexual satisfaction

(NOTE: Sexual satisfaction becomes a negative reason for marriage if it is the only reason for marriage.)

INFORMATION SHEET

X. Romantic and mature love (Assignment Sheet #2)

(NOTE: Romantic love is also referred to as *infatuation*.)

- A. Romantic
  - 1. Love is mysterious
  - 2. Love comes unexpectedly, sometimes unwanted, but you are expected to give up everything for it
  - 3. Love is uncontrollable and may come and go; there is nothing you can do about it
  - 4. Lost love may be replaced for another
  - 5. New love may be just as valuable as a lost love
- B. Mature love
  - 1. Desire to care for another person
  - 2. Sense of responsibility for another person
  - 3. Respect for another person
  - 4. Knowledge of another person

XI. Preliminaries to marriage planning (Assignment Sheet #4)

- A. Become engaged
- B. Seek sources of advice

  Examples: Marriage counselor, family doctor, minister
- C. Select ceremonial accompaniments

  Examples: Traditional, nontraditional, civil
- D. Plan wedding trip

XII. Early adjustments in marriage (Assignment Sheet #5)

(NOTE: Marital adjustment involves self-image and the very real necessity for being a whole person before a meaningful relationship with someone else can be achieved. Tolerance, strong emotional backup, and listening characterize the kind of cooperation necessary to establish an on-going pattern of mutual support. Only through cooperation can marital adjustment and happiness be achieved.)

INFORMATION SHEET

- A. Friends
- B. Jobs
- C. Sex
- D. Money
- E. Religious beliefs
- F. In-laws
- G. Outside activities
- H. Communication

XIII. Factors that affect the divorce rate

- A. Lack of preparation for marriage
- B. Modern life is easier physically

  (NOTE: Less time is spent providing for our basic needs and more time is spent in pursuit of pleasure and happiness.)

- C. Women are able to earn adequate incomes and pursue independent careers
- D. Men can purchase domestic services
- E. Breakdown of old moral, ethnic, and religious traditions in a mobile, culturally-mixed society
- F. Personality conflicts
- G. Role conflicts
- H. Greater sexual freedoms and expectations
- I. Longer life expectancies

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #1--COMPLETE SELF-ANALYSIS ACTIVITIES

You know yourself pretty well . . . or do you? How do others see you? Do they see a person they would like to get to know? Are you someone with whom they might like to build a close relationship? Is the "self" you are working to establish someone you would like to get close to?

In using the following questionnaires, attempt to step outside and look at yourself. The first step in improving personal relationships is to become aware of yourself (weaknesses and strengths). Adjustment and success involve self-image and the very real necessity for being a whole person before a meaningful personal relationship can be achieved.

(NOTE: Parts A-E should not be used all at once but should be used periodically throughout the year.)

PART A

1. Humans are social animals. They need each other. Rate these needs in personal relationships in order of their importance to you.

_____companionship
_____understanding
_____support in trouble
_____reassurance
_____shared experiences
_____sexual fulfillment
_____openness/honesty
_____sense of humor
_____common interests
_____acceptance

2. How many people are you? (Check the words you feel fit you.)

_____son/daughter
_____sister/brother
_____grandchild
_____friend
_____student
_____pet owner
_____producer
_____employee
_____team member
_____club/group member
_____church member
_____lover
_____citizen
_____consumer
_____neighbor

ASSIGNMENT SHEET #1

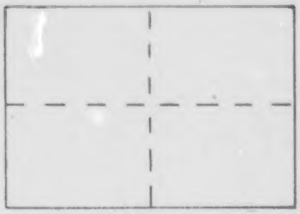
3. Approval analysis: In this exercise you are asked to rate how you, your parents, and friends approve of the way you handle the following areas of your life. Ratings are good, fair, and awful.

	Parents Think	Friends Think	I Think
Money			
Relationships with friends			
Opposite sex			
Community activities			
Use of time			
Family relationships			
Responsibilities at home			
Personal appearance			
Personal habits			
Clothing			
Tastes in music, books, TV, hobbies			

ASSIGNMENT SHEET #1

PART B

1. Draw lines to divide a sheet of paper into four equal parts. Do this on both sides of the page.



2. In the upper left-hand corner write your name or nickname that you like to be called.
3. In the upper right-hand corner write at least ten words that describe you.
4. In the lower left-hand corner draw pictures of things you like to do. (Art work does not count.) These are probably things you like to do well. They may be the same as the last square, but not necessarily.
5. In the lower right-hand corner list something you want to accomplish today, this week, this month, this year, in ten years, and by the time you are 65.
6. On the opposite side of the page, in the upper left-hand corner, put something about which you would never budge.
7. In the upper right-hand corner put a motto, saying, philosophy, or scripture by which you try to live.
8. In the lower left-hand corner put what you would do if you knew you only had one year to live and if you only had one day to live.
9. In the lower right-hand corner list at least three things you want people to say about you after you die.

   (NOTE: You might even design your own tombstone and obituary.)

10. List the things you learned about yourself from this activity.

THINGS I LEARNED

ASSIGNMENT SHEET #1

PART C		YES	NO
1.	Am I someone to be trusted?	____	____
2.	Am I easy to talk to; do I really listen?	____	____
3.	Am I dependable; do I follow through?	____	____
4.	Do I talk too much?	____	____
5.	Do I sometimes expect too much of others?	____	____
6.	Am I a good sport?	____	____
7.	Do I "play games" instead of "dealing straight" with friends?	____	____
8.	Do I sometimes get a kick out of poking fun at others?	____	____
9.	Am I generally sincere with other people?	____	____
10.	Do I try to present a neat, attractive appearance?	____	____
11.	Do I keep trying to change people?	____	____
12.	Is it hard to get close to me?	____	____
13.	Do I allow jealousy to spoil relationships?	____	____
14.	Do I shrug off or discount the ideas and opinions of others?	____	____
15.	Am I sometimes cold and aloof?	____	____
16.	Do I ever feel that if anyone else knew the "real" me I wouldn't have a friend in the world?	____	____
17.	Do I constantly run myself down to anyone who'll listen?	____	____
18.	Do most discussions in which I take part end up in quarrels?	____	____
19.	Do I try to impose my sexual attitudes and standards on others?	____	____
20.	Do I actually enjoy the prospect of being totally responsible for myself and my actions?	____	____
21.	Am I a "nervous wreck" a lot of the time?	____	____

ASSIGNMENT SHEET #1

		YES	NO
22.	Am I confident that I can control what I do about my emotions in most situations?	____	____
23.	Do I often feel misunderstood?	____	____
24.	Do I feel hurt or rejected if people disagree with me?	____	____
25.	Do I date people for what I can get out of it?	____	____
26.	Do I find it flattering when people envy me for the dates I have?	____	____
27.	Are my immediate goals realistic?	____	____
28.	Are my life goals realistic and attainable?	____	____
29.	Do I grow frustrated and give up too soon when something doesn't work out?	____	____
30.	When disagreements arise in a relationship, am I able and willing to talk them out?	____	____
31.	Do I keep swallowing my true feelings in personal relationships because I believe that, once aired, they will mean the end of that relationship?	____	____
32.	Am I usually most comfortable when I am the one who proposes activities, makes plans and arrangements, and generally dominates a social situation?	____	____
33.	Do I ever sit down by myself and consciously sort out my own feelings about *me*?	____	____

34. I feel my strengths in personal relationships include

____

____

____

35. I would like to improve personal relationships by

____

____

____

ASSIGNMENT SHEET #1

PART D

Check the appropriate column. No one will see this analysis but yourself. It will not affect your grade. It is simply to help you analyze yourself and work on self-improvement.

Will you . . .

Yes	No	Maybe		
			1.	write letters to the editor?
			2.	write Dear Abby?
			3.	never quit smoking?
			4.	marry for money?
			5.	run for public office?
			6.	be an officer of a civic club?
			7.	never get fatter with maturity?
			8.	always watch soap operas?
			9.	marry someone of another religion?
			10.	not consider getting engaged without a ring?
			11.	always read the sports page of the newspaper?
			12.	read gossip columns?
			13.	travel in Europe?
			14.	attend cultural events?
			15.	always read the editorials of the newspaper?
			16.	subscribe to *Playboy* or *Playgirl*?
			17.	never read the newspaper?
			18.	have a swimming pool?
			19.	subscribe to the *Wall Street Journal*?
			20.	always read the comics page of the newspaper?
			21.	always read the front page of the newspaper?

FL - 53-C

ASSIGNMENT SHEET #1

Will you . . .

Yes	No	Maybe		
			22.	have a large family?
			23.	watch more than four hours of TV per day?
			24.	turn on the radio immediately upon entering your house?
			25.	insist on a large wedding?
			26.	go to a nice restaurant once a week?
			27.	do a good deed once a day?
			28.	move if a member of a minority race moves into your neighborhood?
			29.	move far away from home?
			30.	work with younger children?
			31.	turn down your favorite dessert?
			32.	date two people at once?
			33.	drive recklessly?
			34.	lock all doors when you leave the house?
			35.	cheat on your spouse?
			36.	dislike your mother?
			37.	have a maid?
			38.	take office supplies from your business?
			39.	call in sick when you were up late the night before?
			40.	vote for a conservative?
			41.	have trouble sleeping?
			42.	go to a psychiatrist?
			43.	vote for a liberal?
			44.	order a cola rather than a cocktail when with friends?

ASSIGNMENT SHEET #1

Will you . . .

Yes	No	Maybe		
			45.	experiment with drugs?
			46.	move in with relatives after you are married?
			47.	have a picture of a movie star in your room?
			48.	enjoy your in-laws?
			49.	join the military?
			50.	own land?
			51.	have regular physical and dental checkups?
			52.	work with the sick and elderly?
			53.	continue your education?
			54.	give a present to someone for no reason other than that you like her/him?
			55.	read a self-improvement book?
			56.	give up to the point of considering suicide?
			57.	refuse to take money that is not yours?
			58.	not work because the supervisor is gone?
			59.	set goals?
			60.	assume new responsibilities on the job?
			61.	envy other people?
			62.	break a promise?
			63.	defend someone whom you think was wronged?
			64.	try to do too much at once?
			65.	worry so much you'll get sick?
			66.	blow your stack in front of people at work?
			67.	get even with someone who wronged you no matter how long it takes?
			68.	tell an ethnic joke?

ASSIGNMENT SHEET #1

Will you . . .

Yes	No	Maybe		
			69.	decide not to compliment someone?
			70.	be suspicious of most people's motives?

What can you conclude about yourself from this experience?

ASSIGNMENT SHEET #1

PART E

Answer the following questions honestly as they apply to personal relationships by checking the most appropriate column. Then at the end of this part of the assignment sheet, analyze the statements checked Sometimes and Never.

		Never	Sometimes	Always
1.	Are you able to act naturally under all circumstances?			
2.	Do you seek opportunities to meet those in positions of authority?			
3.	Do you avoid criticizing others?			
4.	Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?			
5.	Do you try to have a positive attitude?			
6.	Do you have bad breaks?			
7.	Do you approach your work confidently?			
8.	Do you think your friends are more capable than you are at most things?			
9.	Do you try to improve your attitudes?			
10.	Do you feel others are luckier than you are?			
11.	When you fail, do you come right back?			
12.	Do you treat customers and co-workers as though they were important?			
13.	Do you expect to succeed?			
14.	Are you honest?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
15.	Are you willing to accept more responsibility on your job?			
16.	Are you free from bad habits which will hinder your progress?			
17.	Do you discharge your duties promptly and efficiently and with little or no supervision?			
18.	Do you finish the things you start?			
19.	Do you feel your present job can help you in your future career?			
20.	When you see your friends succeed, do you wish you were doing what they are?			
21.	Do you feel that limitations are things you put on yourself?			
22.	Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?			
23.	Do you try to learn as much as you can at work?			
24.	At work, do you try to be a real service to people on the job?			
25.	Do you try to improve your memory of prices, procedures, stock locations, delivery dates, and customers' preferences?			
26.	Do you work to be free from superstitions and prejudices?			
27.	Do you listen attentively to what people say without interrupting them?			
28.	Do you observe closely what is going on around you and understand the significance of it?			

ASSIGNMENT SHEET #1

	Never	Sometimes	Always
29. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?			
30. Can you be depended upon to keep your promises to customers and co-workers?			
31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?			
32. Do you work toward your goals?			
33. Do you measure success by money?			
34. Do you try to achieve one goal at a time?			
35. Do you believe we become what we think about, what we concentrate on achieving?			
36. Do you believe the most useful goals are specific goals?			
37. Do you feel successful people do not have problems?			
38. Do you worry about past mistakes and failures?			
39. Do you control your temper?			
40. Do you often feel enthusiastic about something you wish to do?			
41. Are you able to make decisions about everyday things easily?			
42. Are you able to interest yourself in the details of your job?			
43. Are you careful not to hold grudges against people?			
44. Do you usually look on the bright side of situations?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
45.	Are you able to work pleasantly with others?			
46.	Do you believe that we receive rewards by giving service to others?			
47.	Do you try to find ways to help other people at work?			
48.	Do you believe it is important for a person in business to be civic-minded?			
49.	Do you find your dealings with others at work very frustrating?			
50.	Do you try to be cooperative?			
51.	Do you avoid carrying tales and gossiping about others?			
52.	Do you try to see the other person's point of view?			
53.	Do you refrain from telling others what you think of them?			
54.	Do you avoid arguments?			
55.	Do you avoid making fun of others?			
56.	Do you keep out of other people's business?			
57.	Do you avoid finding fault with everyday little things?			
58.	Do you keep your personal troubles to yourself on the job?			
59.	Do you feel honesty is the way to success?			
60.	Do you really enjoy your work?			
61.	When you feel "down" do you try to work harder?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
62.	Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?			
63.	Do you congratulate your friends upon their achievements?			
64.	Do you learn, remember, and use the names of the people you meet?			
65.	Do you know the rules of etiquette and observe them?			
66.	Do you think about the rights of others before you think of your own?			
67.	Do you show respect for everyone regardless of position?			
68.	Are you appreciative for everything people do for you and always thank them?			
69.	Do you believe people who work hard make it unnecessarily difficult on others?			
70.	Do you try to improve?			
71.	Do you want to be like your present friends?			
72.	Do your friends try to operate at their best potential?			
73.	Do you realize how much your friends influence your achievements?			
74.	Are you well-groomed?			
75.	Do you do just enough to get by?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
76.	Do you smile often?			
77.	Do you really know that you are a unique and valuable person?			
78.	Do you think about exciting possibilities in your future work?			
79.	Do you try to improve your human relations skills?			
80.	Do you feel you are mature in your attitudes, outlook, and actions?			
81.	Do you try to see yourself as others see you?			
82.	Do you feel you could increase your productivity at work?			
83.	Do you feel that wanting money is wrong?			
84.	Do you believe there is any value in accumulating wealth?			
85.	Do you believe how much money we earn is determined by how hard it would be to replace us?			
86.	Do you feel it is wrong for your employer to make a profit?			
87.	Do you realize that profit provides jobs?			
88.	Do you try to make every day count?			
89.	Do you jump from one thing to another when trying to accomplish things?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
90.	Do you try to plan your time wisely?			
91.	Do you believe that for every effect there is a cause?			
92.	When there is a problem at work or at school, do you try to be part of the solution?			
93.	Do you get impatient with yourself?			
94.	Are you patient with others?			
95.	Do you feel you will be rewarded in some way if you do well at work or at school?			
96.	Do you refrain from exaggeration?			
97.	Do you avoid flattering people for personal gain?			
98.	Do you try to avoid embarassing others?			
99.	Do you return what you borrow to its proper place?			
100.	Do you accept at least partial blame for failures?			
101.	Do you respect your parents, elders, employers, and people in authority?			
102.	Do you have a tendency to try to top a remark made by a previous speaker during a conversation?			
103.	Are you usually ill at ease with strangers?			
104.	Are you critical and bossy?			

ASSIGNMENT SHEET #1

		Never	Sometimes	Always
105.	Do you ridicule people who are not present?			
106.	Do you laugh at others' mistakes?			
107.	Are you suspicious of other people's motives?			
108.	Do you avoid talking about yourself, what you own, and your successes?			
109.	Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?			
110.	Do you believe that successful people frequently ask themselves, "How can I give more service to others?"			
111.	Do you use illness as an excuse for not doing well on a job?			
112.	Do you try not to prejudge customers and other people at work?			

113. What do the number of checks in the Sometimes and Never columns tell you about yourself?

(NOTE: Use the back of this sheet if necessary.)

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #2--EXAMINE PERSONAL FEELINGS ON LOVE

Through thoughtful examination of your feelings and ideas on love, you can become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself.

PART A

1. If I had to define love in one sentence, I would say that, to me, love is

2. As a child, my first memory of feeling loved was

3. The first time I knew consciously that I loved another person was

4. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because

5. I think that people first learn to love (choose one):

   a. as infants
   b. as young children, when they can communicate with others
   c. as they go through adolescence
   d. only when they are mature adults

   I have chosen (a, b, c, or d) because

ASSIGNMENT SHEET #2

6. I (do, do not) believe in "love at first sight" because ________________

7. I believe that true love (changes, never changes) because ________________

8. The first things, other than good looks, that attract me to a (boy, girl) are

9. I would find it (possible, impossible) to marry someone without first being in love with her/him because

10. Sometimes it has been said that marriage spoils a love relationship. I (agree, disagree) with this statement because

11. When I love somebody, I feel that they should "belong" exclusively to me. I (agree, disagree) with this statement because

12. I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person. I (agree, disagree) with this statement because

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ASSIGNMENT SHEET #2

PART B

Use the following questions to evaluate personal readiness for mature love.

1. I believe that the main cause of unhappiness in a love relationship is

____

____

2. I know when I am falling in love when I feel the following in myself:

____

____

3. I (could, couldn't possibly) love somebody if I discovered that he/she had some big faults because

____

____

4. I believe that when you love another person, you owe it to them to try to do away with their faults and develop the best part of themselves. I (agree, disagree) with this statement because

____

____

____

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on earth. When it's over, I see them as they really are. I can explain this difference this way:

____

____

____

6. I feel sort of "invisible" until I fall in love with someone and know that they are in love with me. I (agree, disagree) with this statement because

____

____

____

ASSIGNMENT SHEET #2

7. Being in love with someone is like existing alone in the world, just the two of you. It doesn't matter what anyone else thinks, whether anyone else likes it or doesn't. Time stops; it's always right now. There's time to think of the future when it happens. I (agree, disagree) with this statement because

____

____

____

8. I believe I am worth loving because

____

____

9. I believe the difference between romantic love and mature love is

____

____

____

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #3--RATE MATE SELECTION QUALITIES

Not every date is a possible mate. You may not be looking for a lasting or permanent relationship with another person. Do you know what you want, what you might want ten years from now? Your reactions to the following may help you determine more clearly the kind of relationship you are after. Place a + next to each quality you find most important in a person you are dating. Place a 0 next to those qualities which are of less importance or altogether unimportant to you.

PART A

1. Someone with whom you can develop close bonds of affection ______
2. Someone with whom you want to establish an exclusive or long-lasting sexual intimacy ______
3. Someone with whom sexual intimacy would be only one of many varying experiences ______
4. Someone who is independent in attitudes, emotions, ideas ______
5. Someone who would come to depend on you emotionally ______
6. Someone who has the same basic approach to life as your own ______
7. Someone who shares similar interests and activities with you ______
8. Someone to spend time with rather than being alone ______
9. Someone with whom you would be proud to be seen ______
10. Someone with a good sense of humor ______
11. Someone who appreciates your own sense of humor ______
12. Someone with whom you find it easy to talk seriously ______
13. Someone who understands your life goals and would be helpful and supportive towards your achieving them ______
14. Someone who listens to you, respects your feelings and opinions ______
15. Someone who has a good concept of himself/herself ______

ASSIGNMENT SHEET #3

16. Someone who could share tasks and responsibilities _____

17. Someone with whom you feel it would be worthwhile to take time to discuss difficulties and agreements _____

18. Someone who knows how to and is willing to compromise _____

19. Someone who wants the same life-style as you do _____

20. Someone who feels the same way you do about having children _____

21. Someone easy-going, responsive to plans and ideas _____

22. Someone willing to share financial burdens _____

23. Someone strong and positive who enjoys initiating activities _____

24. Someone who has firm personal life goals you respect _____

25. Someone who wants an exclusive relationship _____

26. Someone who wants to continue dating other people _____

27. Someone who enjoys activities with a large group of friends more than just as half of a couple _____

28. Someone who wants to travel and work independently _____

29. Someone you feel closer to every time you meet _____

30. Someone with whom you seem to have reached a plateau of feeling, which does not particularly grow or diminish _____

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ASSIGNMENT SHEET #3

PART B

Place a (✓) in the column that is appropriate for the way you feel.

The person whom I marry should:

		Very Important	Slightly Important	Not Important
1.	be very ethical			
2.	be religious			
3.	like children			
4.	be sociable			
5.	be hardworking			
6.	be athletic			
7.	be punctual (always on time)			
8.	have a sense of humor			
9.	be orderly and neat			
10.	be optimistic (think the best of people and situations)			
11.	be generous with praise			
12.	be a good listener			
13.	be outgoing			
14.	be cooperative			
15.	like doing things for others			
16.	enjoy the outdoors			
17.	enjoy going out to movies			
18.	enjoy being with other people			
19.	enjoy staying home			
20.	enjoy talking			
21.	enjoy being with the family			

ASSIGNMENT SHEET #3

		Very Important	Slightly Important	Not Important
22.	be very interested in sex			
23.	be very achievement-oriented			
24.	be very interested in acquiring material things			

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #4--PLAN A WEDDING

Assume that you are getting married next summer. What are the social, religious, and legal steps necessary?

PART A

Because over 95 percent of the American population eventually marry, it is easy to forget that marriage is a restricted privilege. Many legal barriers are purposely placed in the way. Investigate the marriage laws in your state and answer the following questions.

1. Does your state require a period of waiting after a marriage license has been granted? If yes, how many days?

   ____

2. Is a physical examination required? If yes, describe: ____________

   ____

3. Is a mental examination required? If yes, what? ____________

   ____

4. Does your state recognize common-law marriages as legal? ________
5. Does your community have a marriage counseling clinic? ________

   If yes, what services are available to an engaged couple? ________

   ____

6. Would elopement eliminate a waiting period? ____________
7. What is the legal age of marriage without parent's consent? ________
8. What is the minimum age at which individuals can marry with parent's consent?

   ________ Are there exceptions? ____________________

   ____

ASSIGNMENT SHEET #4

PART B

How much does getting married cost? Decide what kind and size of wedding you want. Using shops in your local area and the telephone when necessary, find information and record it in the chart below.

ITEM	COST
License fee	
Medical examination	
Wedding rings	
Invitations	
Clothes for the wedding	
Gifts for attendants	
Flowers	
Organist	
Clergy/civil official fee	
Reception hall	
Refreshments	
Musicians	
Photographs	
Wedding trip expenses	
TOTAL	

PART C

1. The wedding trip is considered a very important custom in that it can provide an early and ideal situation for many of the initial adjustments to married life. This does not mean that every honeymoon offers such a situation. React to each of the following wedding trip plans in terms of the adjustment possibilities.

ASSIGNMENT SHEET #4

a. Mark and Leah are planning a week in New York City. They have never been there before. Mark hopes to find a new job while there. Leah will shop for a new wardrobe and try to locate a suitable apartment.

Your reaction: ______________________________

____

b. Bill and Tonya are joining another honeymoon couple who are driving to Mexico City for three weeks.

Your reaction: ______________________________

____

c. Randy and Kathy are planning to spend a week visiting Kathy's uncle who manages a dude ranch especially for honeymooners.

Your reaction: ______________________________

____

d. Jane and Chuck have decided on a week in New Orleans but have made no special plans on how to spend their time.

Your reaction: ______________________________

____

2. Now, sketch out a plan for your idea of the perfect wedding trip.

a. Where would you go? ______________________________

____

b. Where would you stay? ______________________________

____

c. What would the cost be? ______________________________

____

d. Do you think you could afford it? Why or why not? ____________

____

____

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #5--EVALUATE NEED FOR ADJUSTMENT IN PERSONAL RELATIONSHIPS OF MARRIAGE

Marriage marks the beginning of a new kind of personal relationship for two people. There is nothing like a good start--particularly in marriage. If failure is to come, it may come during the early months of marriage. Determination to overcome difficulties and to make marriage work are the most important attitudes for success in marriage.

Marriage is a long series of adjustments. Adjustment implies that success does not come automatically. Accommodation is necessary in areas where differences cannot be solved by agreement. Use the questions below to personally evaluate the need to make adjustments in marriage.

PART A

The following attitudes make the need for marital adjustment necessary. Check the ones you think are the most common. Explain why on the lines below.

_____ Unrealistic high hopes
_____ An emphasis on "romance in marriage"
_____ The belief that "wedded bliss" is inevitable
_____ The belief that marriage will solve problems
_____ New marital roles are natural to "those in love"
_____ Self-image is not important to a relationship

____

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #5

PART B

1. Which three of the following do you feel have the greatest potential for creating conflict in marriage? Number them accordingly. Why did you choose these three?

____ Sex
____ Money
____ Religion
____ In-laws
____ Friends
____ Outside activities

____

____

____

____

____

2. Which of the following solutions to conflict do you think are *most* important? Number them accordingly.

____ Achieving a balance between personal and relationship needs
____ Sensitivity to partner's needs
____ Mutual responsibility for each other's pleasure
____ A recognition of roles

3. In your relationships with others you . . .

		TRUE	FALSE
1.	discuss differences rationally	____	____
2.	compromise on decisions	____	____
3.	put yourself in the other's place	____	____
4.	estimate and evaluate possible outcomes	____	____
5.	anticipate consequences, future and immediate	____	____
6.	are flexible	____	____
7.	are innovative	____	____
8.	concentrate on the problem, not on each other	____	____
9.	offer alternative solutions	____	____
10.	are explicit	____	____
11.	clarify what you don't like	____	____

ASSIGNMENT SHEET #5

PART C

Write a short paragraph about your ability to adjust based on your answers given on the previous page. Where would you like to improve?

PERSONAL RELATIONSHIPS
UNIT II

ASSIGNMENT SHEET #6--DEVELOP A PLAN TO IMPROVE PERSONAL RELATIONSHIPS

(NOTE: This assignment should be repeated after each of the parts in Assignment Sheets #1-#5.)

1. Now that you have begun to analyze yourself, choose some way in which you want to change or to improve. It is one thing to want to do something; it is another thing to do something about it. You may decide to study more industriously or to do a better job in your work. You may decide to work on an emotional or a physical fitness problem. You may decide to diet. Whatever improvement you choose, fill in one of the contracts on the following page. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning BEHAVIOR write the one change on which you are going to work. On the line beginning REWARDS list one or more activities you find most enjoyable to you, for example, purchasing an album or tape, going hunting or skiing, eating chocolate cake and ice cream, playing tennis, going to the basketball game, reading a magazine, riding a bicycle, watching TV, going to a dance, sewing, going shopping, sleeping, calling someone long distance. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

2. Token Rewards--Another way of giving yourself rewards is by the token system. With this system you give yourself a check mark for each hour or day that you live up to your contract. Then you give yourself the reward when you have earned a certain number of check marks. No penalty is needed when you use the token reward system, but you will need a calendar or a progress chart on which to record the check marks you earn. With the token reward system you will fill in the contract in the same way, except that you list the number of check marks you must accumulate in order to earn the reward.

3. This contract should be personal. Fill it out periodically, such as once a week or whenever you feel the need.

ASSIGNMENT SHEET #6

SELF-IMPROVEMENT CONTRACT

I, ______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of __________ days. In return, I will receive the rewards listed below.

BEHAVIOR ____

REWARDS ____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES ____

____
Signature

SELF-IMPROVEMENT CONTRACT

I, ______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of __________ days. In return, I will receive the rewards listed below.

BEHAVIOR ____

REWARDS ____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES ____

____
Signature

SELF-IMPROVEMENT CONTRACT

I, ______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of __________ days. In return, I will receive the rewards listed below.

BEHAVIOR ____

REWARDS ____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES ____

____
Signature

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PERSONAL RELATIONSHIPS
UNIT II

TEST

NAME ____________________ SCORE __________

1. Match terms on the right to the correct definitions by placing the correct numbers in the blanks provided.

______a. Crucial point in the lives of people

______b. Tendency or habit of looking on the bright side of things

______c. Ability to live together harmoniously or get along well with others

______d. Brothers and sisters

______e. Smaller divisions within a particular race of people

______f. How a person feels about the way she/he thinks, looks, and acts

______g. System by which a person decides what is right or wrong

______h. Most general beliefs, concepts, and attitudes of a particular group of people or of an individual

______i. Change in behavior in order to tolerate a situation

______j. Mental or physical tension or strain caused by pressure of situations

1. Siblings
2. Optimism
3. Moral code
4. Ethnic
5. Crisis
6. Stress
7. Adjustment
8. Compatibility
9. Philosophy
10. Self-concept

2. Name six roles in personal relationships.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ______________________________

f. ______________________________

3. Select from the list below factors which promote success in personal relationships by placing an "X" in the appropriate blanks.

______a. Be friendly

______b. Accept yourself

______c. Have low self-esteem

______d. Cultivate a positive self-concept, cheerfulness, and optimism as habits of life

______e. Be physically attractive

______f. Be yourself

4. Name four crises that affect personal relationships.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

5. Match defense mechanisms to the correct definitions by placing the correct numbers in the blanks provided.

______a. Giving ourselves and others satisfactory reasons for failure rather than acknowledging reasons for failure

______b. Going back to a more infantile stage in reacting to frustration and defeat

______c. Blaming other people for one's own shortcomings or unacceptable feelings

______d. Escape from real situations through wandering thoughts or creating a make-believe world where success is found

______e. Pushing a problem completely out of one's mind

1. Daydreaming
2. Regression
3. Repression
4. Projection
5. Rationalization

6. Discuss importance of dating and persona' relationships.

____

____

____

____

____

____

____

____

____

____

7. Name three common problems associated with dating.

a. ____________________________________

b. ____________________________________

c. ____________________________________

8. Name four factors that affect wise mate choice.

a. ____________________________________

b. ____________________________________

c. ____________________________________

d. ____________________________________

9. Distinguish between positive and negative reasons people marry by placing a "P" before positive reasons and an "N" before negative reasons.

______a. Need for one-to-one relationship

______b. Escape from unhappy home situation

______c. Premarital pregnancy

______d. Happiness

______e. Pity

______f. Love

______g. Extension of dating

______h. Loneliness

______i. Companionship

10. Distinguish between characteristics of romantic love and mature love by placing an "R" before romantic characteristics and an "M" before mature characteristics.

______a. New love may be just as valuable as a lost love

______b. Love is uncontrollable and may come and go; there is nothing you can do about it

______c. Respect for another person

______d. Love is mysterious

______e. Desire to care for another person

______f. Sense of responsibility for another person

______g. Lost love may be replaced for another

______h. Knowledge of another person

11. Name preliminaries to marriage planning.

a. ____

b. ____

c. ____

d. ____

12. Select from the list below early adjustments in marriage by placing an "X" in the appropriate blanks.

______a. Money

______b. In-laws

______c. Communication

______d. Sex

______e. Religious beliefs

13. Name four factors that affect the divorce rate.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

14. Complete self-analysis activities.

15. Examine personal feelings on love.

16. Rate mate selection qualities.

17. Plan a wedding.

18. Evaluate need for adjustment in personal relationships of marriage.

19. Develop a plan to improve personal relationships.

    (NOTE: If activities 14-19 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PERSONAL RELATIONSHIPS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (10 points)

   a. 5
   b. 2
   c. 8
   d. 1
   e. 4
   f. 10
   g. 3
   h. 9
   i. 7
   j. 6

2. (6 points)

   Any six of the following:

   a. Peer
   b. Sibling
   c. Parent
   d. Child
   e. Spouse
   f. Citizen
   g. Employee
   h. Employer
   i. Student
   j. Grandchild
   k. Friend
   l. Date
   m. Consumer

3. (12 points)

   a, b, d, f

4. (4 points)

   Any four of the following:

   a. Disabled or handicapped family member
   b. Alcoholism or drug addiction
   c. Long-term illness
   d. Divorce
   e. Death

f. Marriage

g. Parenthood

h. Employment

i. Retirement

5. (5 points)

a. 5

b. 2

c. 4

d. 1

e. 3

6. (4 points)

Discussion should include:

a. Provide opportunities to meet and develop relationships with a number of potential marriage partners

b. Increase self-understanding

c. Develop human relationship skills

d. Develop comfort in associating with opposite sex

e. Provide an opportunity to test compatability

7. (3 points)

a. Sex

b. Cars

c. Drugs

8. (4 points)

a. Age

b. Social background

c. Wholesome sex attitudes

d. Childhood happiness

9. (18 points)

a. P
b. N
c. N
d. P
e. N
f. P
g. N
h. N
i. P

10. (16 points)

a. R
b. R
c. M
d. R
e. M
f. M
g. R
h. M

11. (4 points)

a. Become engaged
b. Seek sources of advice
c. Select ceremonial accompaniments
d. Plan wedding trip

12. (10 points)

a, b, c, d, e

13. (4 points)

Any four of the following:

a. Lack of preparation for marriage
b. Modern life is easier physically
c. Women are able to earn adequate incomes and pursue independent careers
d. Men can purchase domestic services
e. Breakdown of old moral, ethnic, and religious traditions in a mobile, culturally-mixed society

   f. Personality conflicts

   g. Role conflicts

   h. Greater sexual freedoms and expectations

   i. Longer life expectancies

14. Evaluated to the satisfaction of the instructor (25 points)

15. Evaluated to the satisfaction of the instructor (10 points)

16. Evaluated to the satisfaction of the instructor (10 points)

17. Evaluated to the satisfaction of the instructor (15 points)

18. Evaluated to the satisfaction of the instructor (15 points)

19. Evaluated to the satisfaction of the instructor (75 points)

(NOTE: On Assignment Sheet #6 five points have been assigned for each time the student fills out a self-improvement contract which should be after each part of each assignment sheet.)

SECTION D
PARENTHOOD
EDUCATION

5

LIFE-STYLES
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate life-styles and his/her attitudes toward parenting. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with life-styles to the correct definitions.
2. Name types of life-styles.
3. Name responsibilities of a family to its members.
4. Distinguish between reasons for remaining childless or becoming a parent.
5. Classify methods of family planning.
6. Select from a list conditions that influence the best time to become a parent.
7. Select from a list characteristics of good parents.
8. Name children's rights.
9. Evaluate life-styles.
10. Interview parent(s).
11. Evaluate own attitudes toward children, parents, and parenting.

LIFE-STYLES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Review material with advisory committee and school administration.

   F. Invite a resource person (e.g., public health nurse, family doctor, gynecologist, representative from Family Planning) to reinforce objective five.

   G. Arrange for a panel of resource persons for students to complete Assignment Sheets #1 and #2.

   H. Set up a class debate centering around the pros and cons of voluntary childlessness.

   I. Give test.

   J. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Evaluate Life-styles

      2. Assignment Sheet #2--Interview Parent(s)

      3. Assignment Sheet #3--Evaluate Own Attitudes Toward Children, Parents, and Parenting

   D. Test

   E. Answers to test

III. Unit references:

A. Stinnett, Nick, and Walters, James. *Relationships in Marriage and Family.* New York: Macmillan Publishing Co., Inc., 1977.

B. *Parenting*. New York: Butterick Publishing Co., 1976.

(NOTE: This *Parenting* kit includes filmstrip, cassettes, spirit masters, and teacher's guide.)

C. Allen, Cliff. "About Contraception." *Practical Family Life*. Greenfield, Mass.: Channing L. Bete. Inc., 1977.

D. Landis, Paul H. *Your Marriage and Family Living.* 4th ed. Dallas: McGraw-Hill Book Company, 1977.

LIFE-STYLES
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Parenting--Child-rearing process in which parent and child interact in daily life with parent responsible for creating opportunities and environment for optimum growth and development of each child

(NOTE: Parenting can be provided through institutions such as day care centers, schools, and people outside the family.)

B. Family--Basic link in society made up of persons related by ties of marriage, blood, or common consent who share a common residence and economic and emotional support

C. Life-style--Way you live

(NOTE: Life-style includes the things you value, where you live, your job choice, and how you spend your leisure time!)

D. Contraceptive--Method used to prevent pregnancy

E. Family planning--Decisions made relating to childbearing

Examples: Whether or not to have children; when to have a child; how many children to have; how far apart to space children; what form of contraception to use

II. Types of life-styles (Assignment Sheet #1)

(NOTE: Life-styles in our society are largely a question of personal choice. Each individual has the responsibility to decide upon a course which is best suited and most pleasing to her/him. Choice of a personal life-style is a continuous decision-making process that changes with the life cycle. In the United States, traditional marriage is the life-style selected by most individuals.)

A. Arranged living

Example: College roommates in dorm

B. Communal living

C. Open marriage

D. Traditional marriage with children

Examples: Natural parenting; adoptive, foster, or guardianship parenting

INFORMATION SHEET

E. Traditional marriage with no children

F. Single life

G. Single life with child/children

H. Living together prior to or rather than marriage

III. Responsibilities of a family to its members

A. Physical protection

Examples: Food, clothing, shelter, health care

B. Mental and emotional development

Examples: Education, career, religious training, social life

C. Love, security, and sense of belonging

D. Preparation for adulthood

Examples: Citizenship, leadership, cooperation

IV. Reasons for remaining childless or becoming a parent

A. Reasons people remain childless

1. Concern about the population problem

2. Concern with other world problems

Examples: Fear of atomic warfare, uncertain economic conditions

3. Occupational involvement

4. Desire to maintain the childless life-style

(NOTE: Some couples enjoy being able to devote their full attention to each other. Also, some couples fear parenthood because of an overemphasis in the mass media on the influence of parents upon children and all the wrong things parents do to them. Obviously, parents exert great influence upon children, but they are not the *only* influence.)

5. Unsuited temperamentally

Examples: Easily irritated or tense in children's presence

6. Sterility

INFORMATION SHEET

B. Reasons people choose parenthood

1. Love, nurture, and guide another human being to adulthood

2. Have someone who will depend on them

   (NOTE: Each one of us has a strong psychological need to be important to someone. Parenthood fulfills this need for many.)

3. Fulfill expectations of society

4. Provide grandchildren for the couple's parents

5. Carry on the family name

6. Provide a playmate and companion for an only child or for themselves

7. Compensate for an unsatisfying marriage

8. Create a human life

9. Pregnancy

V. Family planning methods

(NOTE: Some factors to consider when selecting a contraceptive include safety, effectiveness, convenience, cost, and personal preference.)

A. Nonprescriptive

1. Condom

   (NOTE: The condom fits over penis to trap man's ejaculation to prevent sperm from entering vagina. Used alone it is 85-90 percent effective. Advantages include: inexpensive; widely available; easy to carry and use; no side effects or complications; only contraceptive that protects against venereal disease.)

2. Chemical barrier

   (NOTE: These include special foams, creams, and jellies that contain chemicals that immobilize and kill sperm. Used alone, they are 75-85 percent effective. Advantages include: inexpensive; readily available.)

INFORMATION SHEET

3. Rhythm

   (NOTE: This means avoiding intercourse before, during, and after ovulation. If menstrual periods are very regular, this method can be 70 percent effective. Advantages include: no cost.)

   (CAUTION: This method is very unreliable!)

4. Abstinence

   (NOTE: Avoiding sex entirely is 100 percent effective in preventing pregnancy!)

B. Prescriptive

1. Oral contraceptive

   (NOTE: Each pill controls hormones that stop the egg from being released and/or alters uterine lining so that no pregnancy can occur.)

2. IUD (intrauterine device)

   (NOTE: This is a device inserted within the uterus by a doctor that prevents fertilized egg from attaching to the uterine wall.)

3. Diaphragm

   (NOTE: This is a thin, rubber cup that fits over the cervix, blocking the sperm from reaching the egg. A diaphragm must be used with spermacides.)

C. Permanent

(NOTE: Surgical sterilization is 99.9 percent effective in birth control and is usually not reversible.)

1. Vasectomy

   (NOTE: This is a simple operation for males whereby the tubes that carry sperm to penis [vas deferens] are cut and tied.)

2. Tubal ligation

   (NOTE: This is more than a simple operation for females whereby the Fallopian tubes, through which egg travels to uterus, are cut and tied.)

   Example: Band-aid surgery

INFORMATION SHEET

D. Ineffective

1. Withdrawal

(NOTE: The male withdraws his penis before ejaculation. It is very risky since semen may be released before orgasm.)

2. Douching

(NOTE: The female washes out the vagina after sexual relations; fails to be effective since the fast-moving sperm are already in the uterus.)

3. Makeshift condom

4. Feminine hygiene product

(NOTE: These products are designed to be deodorants and douches, not to control conceptions!)

VI. Conditions that influence the best time to become a parent

(NOTE: With improved birth control methods, a couple can choose the time and circumstances in which to have a child. Certain conditions increase the probability that the development of the child will be positive.)

A. When the health of both parents is good

(NOTE: Good physical health helps insure that parents will have the necessary strength, endurance, and energy to rear a child.)

B. After considering the genetic problems in the family histories of both parents

C. When both parents are prepared emotionally, financially, and intellectually for the child

D. When the mother is between the ages of 25 and 30

(NOTE: Generally, women under 18 and over 40 have greater chances of bearing children with defects.)

E. When the child is wanted by both parents

(NOTE: EVERY CHILD WHO IS BORN HAS A RIGHT TO BE WANTED! A wanted child has a much greater chance of receiving the love, care, and attention that every child needs. When the child is wanted the parents are much more likely to be happy and well-adjusted.)

INFORMATION SHEET

VII. Characteristics of good parents

- A. Physically healthy
- B. Emotionally stable
- C. Mentally sound
- D. Financially stable

VIII. Children's rights

(NOTE: Children have the right to expect certain things from parents until they are able to care for themselves.)

- A. Love
- B. Time and attention
- C. Food
- D. Health care
- E. Shelter
- F. Clothing
- G. Education
- H. Moral and spiritual guidance
- I. Privacy

LIFE-STYLES
UNIT I

ASSIGNMENT SHEET #1--EVALUATE LIFE-STYLES

Life-styles are the ways we live. The choice of a life-style is a question of personal preference. It is up to each of us to select a life-style that suits our wants and needs.

Select a life-style, e.g., communal living, open marriage, traditional marriage with children, traditional marriage without children, single life, single life with child/children, living together prior to or rather than marriage. Write a short report including a definition of the life-style, its advantages, and its disadvantages.

LIFE-STYLES
UNIT I

ASSIGNMENT SHEET #2--INTERVIEW PARENT(S)

To investigate parenting from the inside, interview one of your own parents or someone else's parent.

1. How many children do you have and what are their ages? ______________

   ____

2. Did you ever consider not having children? ______________

   Why? ____

3. Where did you get most of your information on child rearing?

   ____

   What books did you read on the subject? ______________

   ____

4. Did anyone else play a large role in parenting when your children were young?

   ____

   ____

   Do you think they play a larger role now? ______________

   ____

5. Did both parents work outside the home before they had children?

   ____

   Did both parents consider working while children were young?

   ____

   Who cared for children while parents worked? ______________

   ____

ASSIGNMENT SHEET #2

6. What are some of the joys of being a parent? ____________________

____

____

What are some of the problems of being a parent? ____________________

____

____

7. How do you think your attitudes toward parenting differ from your parents' attitudes?

____

____

8. How do you think your children's ideas toward parenthood might differ from yours?

____

9. Do your children have responsibilities around the house? If yes, what and at what age did you expect them to assume these responsibilities?

____

____

10. How do you think you will react to your children growing up and leaving home?

____

____

11. Did you know basic facts about pregnancy and childbirth before you experienced them?

____

12. React to "parenting is a partnership." ____________________

____

____

How do you and your spouse divide responsibilities in your family life?

____

LIFE-STYLES
UNIT I

ASSIGNMENT SHEET #3--EVALUATE OWN ATTITUDES TOWARD CHILDREN, PARENTS, AND PARENTING

Is parenting for you? To help you consider this issue, answer the following questions concerning your present attitudes toward children, parents, and parenting.

1. Do you have care responsibilities for young children? ______________

   What do you like about care responsibilities for young children?

   ____

   ____

   What do you dislike about care responsibilities for young children?

   ____

   ____

2. Do you agree or disagree with the following statements?

	Agree	Disagree
Babies and children are fun.	________	________
Children should be seen and not heard.	________	________
Women are better suited to care for children than men.	________	________
Men are better suited to the working world than women.	________	________
A woman can be both a good mother and a competent person in world of work.	________	________
Children can be cared for outside the home just as well as with full-time home care.	________	________

3. What do you consider to be the ideal family size? ______________

4. What do you consider the best age for a woman ________ or man ________ to have a first child?

5. Do you want to be a parent? ________ Why? ______________

   ____

ASSIGNMENT SHEET #3

6. If you would like to have children, what role would you like to play in child rearing?

____

____

7. If you are interested in a career, would you like to pursue it full-time while your children are still at home?

____

Part-time? __________________________________

Why? _____________________________________

____

8. What aspects of child rearing do you expect to enjoy? ____________

____

What aspects of child rearing do you expect not to enjoy? __________

____

9. Do you think that it is important for parents to discuss child-rearing philosophies and child care arrangements before the baby is born?

____

Why? _____________________________________

____

FL - 17-D

LIFE-STYLES
UNIT I

TEST

NAME____ SCORE__________________

1. Match terms on the right to the correct definitions by placing the correct numbers in the appropriate blanks.

_____a. Basic link in society made up of persons related by ties of marriage, blood, or common consent who share a common residence and economic and emotional support

_____b. Method used to prevent pregnancy

_____c. Child-rearing process in which parent and child interact in daily life with parent responsible for creating opportunities and environment for optimum growth and development of each child

_____d. Decisions made relating to childbearing

_____e. Way you live

1. Parenting
2. Family
3. Life-style
4. Contraceptive
5. Family planning

2. Name six types of life-styles.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

3. Name responsibilities of a family to its members.

a. ____

b. ____

c. ____

d. ____

4. Distinguish between reasons for remaining childless or becoming a parent by placing a "C" or "P" in the appropriate blanks before each characteristic.

______a. Occupational involvement

______b. Fulfill expectations of society

______c. Love, nurture, and guide another human being to adulthood

______d. Concern with other world problems

______e. Create a human life

______f. Sterility

______g. Provide a playmate and companion for an only child or for themselves

______h. Compensate for an unsatisfying marriage

______i. Unsuited temperamentally

______j. Concern about the population problem

______k. Have someone who will depend on them

______l. Desire to maintain the childless life-style

______m. Provide grandchildren for the couple's parents

______n. Carry on the family name

5. Classify the following methods of family planning by listing them under the correct headings.

Rhythm
Oral contraceptive
Abstinence
Vasectomy
Withdrawal
Tubal ligation
Makeshift condom
Douching
IUD (intrauterine device)
Chemical barrier
Diaphragm
Feminine hygiene product
Condom

Nonprescriptive	Prescriptive	Permanent	Ineffective

6. Select from the list below conditions that influence the best time to become a parent by placing an "X" in the appropriate blanks.

   _____a. When the mother is between the ages of 25 and 30

   _____b. When the health of both parents is good

   _____c. When the child is wanted by both parents

   _____d. When both in-laws are ready to become grandparents

   _____e. When both parents are prepared emotionally, financially, and intellectually for the child

   _____f. After considering the genetic problems in the family histories of both parents

7. Select from the list below characteristics of good parents by placing an "X" in the appropriate blanks.

   _____a. Financially stable

   _____b. Emotionally stable

   _____c. Physically healthy

   _____d. Mentally sound

8. Name six children's rights.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

9. Evaluate life-styles.

10. Interview parent(s).

11. Evaluate own attitudes toward children, parents, and parenting.

   (NOTE: If activities 9-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

LIFE-STYLES
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (5 points)

   a. 2

   b. 4

   c. 1

   d. 5

   e. 3

2. (6 points)

   Any six of the following:

   a. Arranged living

   b. Communal living

   c. Open marriage

   d. Traditional marriage with children

   e. Traditional marriage with no children

   f. Single life

   g. Single life with child/children

   h. Living together prior to or rather than marriage

3. (4 points)

   a. Physical protection

   b. Mental and emotional development

   c. Love, security, and sense of belonging

   d. Preparation for adulthood

4. (28 points)

a. C
b. P
c. P
d. C
e. P
f. C
g. P
h. P
i. C
j. C
k. P
l. C
m. P
n. P

5. (26 points)

Nonprescriptive	Prescriptive	Permanent	Ineffective
Condom	Oral contraceptive	Vasectomy	Withdrawal
Chemical barrier	IUD (intrauterine device)	Tubal ligation	Douching
Rhythm	Diaphragm		Makeshift condom
Abstinence			Feminine hygiene product

6. (12 points)

a, b, c, e, f

7. (8 points)

a, b, c, d

8. (6 points)

Any six of the following:

a. Love
b. Time and attention
c. Food
d. Health care
e. Shelter
f. Clothing
g. Education

h. Moral and spiritual guidance

i. Privacy

9. Evaluated to the satisfaction of the instructor (25 points)

10. Evaluated to the satisfaction of the instructor (15 points)

11. Evaluated to the satisfaction of the instructor (15 points)

PREGNANCY AND CHILDBIRTH
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to determine the personal and financial costs of having a baby. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the terms associated with pregnancy and childbirth to the correct definitions.
2. Select from a list initial symptoms of pregnancy.
3. Discuss spouses' tasks during pregnancy.
4. Discuss the importance of early medical care during pregnancy.
5. Match the stages of prenatal development to the correct definitions/descriptions.
6. Select from a list factors that affect prenatal development.
7. Distinguish between facts and fallacies of pregnancy.
8. Distinguish between normal discomforts and danger signals of pregnancy.
9. Discuss the roles of nutrition, rest, and exercise during pregnancy.
10. Name possible signs of an approaching delivery.
11. Arrange in order steps during the normal/usual delivery process.
12. Select from a list characteristics of a healthy newborn.
13. Describe care given to newborn infant.
14. Select from a list guidelines for postnatal care of new mother.
15. Determine parent education opportunities and childbirth/delivery options in local area.
16. Calculate costs of infant's first year.

PREGNANCY AND CHILDBIRTH
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite resource person (e.g., obstetrician, pediatrician, family doctor or counselor, child psychologist) to discuss pregnancy, childbirth, and the personal and financial costs.

   F. Obtain multiple copies of "Pregnancy and Nutrition" (FL T 3110) and "Cost of Raising a Child" (T4107) from county extension center for classroom use.

   G. Use "Life Before Birth," Life Educational Reprint 27, to illustrate objective five.

   (NOTE: Single teacher copies or multiple copies for student utilization are available from Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074.)

   H. Prepare a puzzle (e.g., crossword or word scramble) using terms and definitions or play "Concentration" or "Password" to reinforce the vocabulary basic in the study of pregnancy and childbirth.

   I. Arrange for a field trip to a maternity unit of a hospital.

   J. Show film focusing on the delivery of an infant.

   (NOTE: See additional references for resources.)

   K. Provide resources for students to complete their survey of parent education opportunities and childbirth/delivery options in local area.

   L. Discuss with advisory committee and school administration the need for teaching this unit, for example, from 1957-1977 preteen pregnancies have skyrocketed 800%!

   M. Contact American Red Cross for one hour presentation, "Miracle of Birth."

   N. Contact March of Dimes for wide assortment of visuals and pamphlets on pregnancy and childbirth.

   (NOTE: In Oklahoma, contact March of Dimes; Western Field Office; 6051 North Brookline; Oklahoma City, OK 73112.)

O. Give test.

P. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Determine Parent Education Opportunities and Childbirth/Delivery Options in Local Area

2. Assignment Sheet #2--Calculate Costs of Infant's First Year

D. Test

E. Answers to test

III. Unit references:

A. Benson, Ann. *Child Development: In-Depth Curriculum*. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1974.

B. Allen, Cliff. "So You're Going To Have A Baby." *Practical Family Life*. Greenfield, Massachusetts, Channing L. Bete Co., Inc., 1977.

C. Stinnett, Nick, and Walters, James. *Relationships in Marriage and Family*. New York: Macmillan Publishing Co., Inc., 1977.

D. Crawley, Lawrence Q.; Malfetti, James L.; Stewart, Ernest I.; and Vas Dias, Nini. *Reproduction, Sex, and Preparation for Marriage*. Englewood Cliffs: Prentice-Hall, Inc., 1973.

E. Birch, William G. *A Doctor Discusses Pregnancy*. Chicago: Budlong Press Company, 1975.

F. Demarest, Robert J., and Sciarra, John J. *Conception, Birth, and Contraception*. New York: McGraw-Hill Book Company/Blakiston Division, 1969.

G. Sowers, Mary Frances. "Pregnancy and Nutrition," *Family Living Topics*, FL T 3110. Stillwater: Oklahoma State University.

IV. Additional references:

A. Articles

1. Liley, Margaret, and Day, Beth. "The Secret World of the Unborn." *Reader's Digest*. November 1965.

2. "So You're Going to Be a Father?" DHEW Publication No. (OCD) 73-28. Available from U. S. Department of Health, Education, and Welfare, Office of Child Development, 1973.

B. Films

1. "Have a Healthy Baby." Available from Churchill Films, 662 N. Robertson Avenue, Los Angeles, CA 90069.

2. "Story of Erick." Available from Centre Films, Inc., 1103 N. El Centro Avenue, Hollywood, CA 90038.

3. "Are You Ready for the Post-Partum Blues?" Available from Parenting Pictures, RD1, Box 355B, Columbia, NJ 07832.

   (NOTE: Oklahoma teachers can reserve the above films from the Oklahoma State Department of Health; Attention: Film Librarian; N.E. 10th and Stonewall, Box 53551; Oklahoma City, Oklahoma 73105.)

4. "Inside My Mom." Available from local March of Dimes office.

5. "Tomorrow Happens Today." Available from local March of Dimes office.

   (NOTE: Oklahoma teachers can reserve these filmstrips from the March of Dimes; Western Field Office; 6051 North Brookline; Oklahoma City, Oklahoma 73112.)

6. "First Two Weeks of Life." Available for reserve from Association Sterling Films; 8615 Directors Row; Dallas, TX 75247 or call 214-638-6791.

PREGNANCY AND CHILDBIRTH
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Pregnancy--Period of time from conception to birth/miscarriage

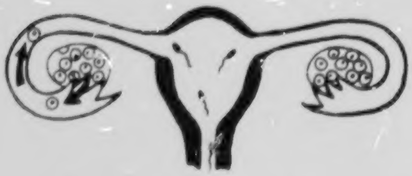
(NOTE: Pregnancy usually lasts 266-288 days, but only one baby in twenty is "right on time.")

B. Obstetrician--Doctor who specializes in care of pregnant women and delivery of infants

C. Pediatrician--Doctor who specializes in development and care of infants and children and in the treatment of their diseases

D. Prenatal--That which occurs or refers to occurrences before birth

E. Fertilization--Biological union of sperm and ovum in Fallopian tube



1. Egg cell leaves ovary

2. Sperm cells enter uterus

3. Egg cell and sperm unite in tube

4. Sperm enters egg

5. Fertilizes egg in tube

6. Fertilized egg enters uterus, attaches to wall

7. Cell begins to divide and grow into baby

8. Baby grows, fed by placenta

INFORMATION SHEET

F. Implantation--Process by which zygote attaches itself to the wall of uterus

G. Conception--Union of sperm and ovum

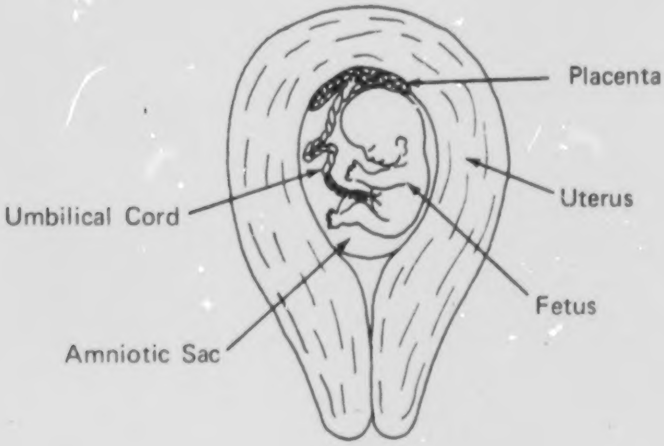
H. Sperm--Male sex cell

I. Ovum--Female sex cell

J. Ovulation-Process by which a mature ovum is released monthly; time of month female can conceive

K. Zygote--Name given to unborn child from conception to end of second week

L. Uterus--Pear-shaped organ, hollow, elastic, and flexible, that houses unborn child until birth



M. Chromosomes--Small rod-shaped bodies present in cells which contain hereditary factors

N. Embryo--Name given to unborn child at the end of the second week until the end of the second month of pregnancy

O. Postnatal--That which occurs or refers to occurrences after birth/delivery

P. Amniotic sac--Bag that contains watery fluid that protects unborn infant from injury

Q. Fetus--Name given to unborn child from end of the second month to birth

INFORMATION SHEET

R. Placenta--Mass of small blood vessels embedded in wall of uterus; forms an organ that transmits nutrients from mother to embryo and wastes from embryo to mother

S. Umbilical cord--Connecting link between placenta and unborn child

T. Stillborn--Delivery of a dead infant

U. Miscarriage--Fetus born before it is capable of surviving outside the mother's body

V. Rh factor--Blood condition of newborn which is possible only when father with Rh positive blood and mother with Rh negative blood produce a child with Rh positive blood

(NOTE: First babies are almost never affected by Rh factor. In 1968 medication became available to prevent this condition.)

W. Vagina--Birth canal

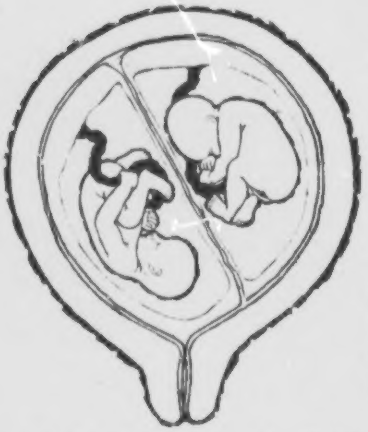
X. Cervix--"Mouth" or lower end of uterus

Y. Fallopian tubes--Narrow passageways from ovaries to uterus

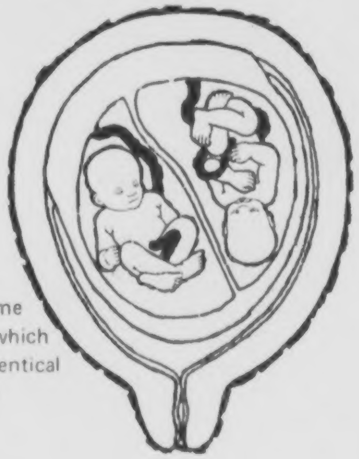
(NOTE: Fertilization usually occurs here.)

Z. Multiple births--More than one infant born during one delivery; results when more than one egg is released from the ovaries in one menstrual cycle or when more than one individual develops from a single egg

Examples: Triplets, identical twins, fraternal twins



Fraternal Twins--Come from fertilization of two ova; two placentas



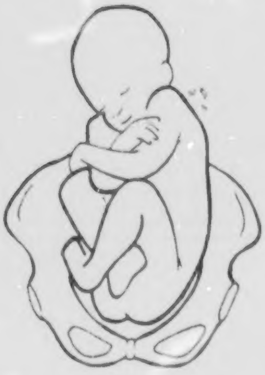
Identical Twins--Come from a single egg which divides into two identical parts; one placenta

INFORMATION SHEET

AA. Prepared childbirth--Physical, mental, and emotional training for delivery

Examples: Lamaze, psychoprophylactic

BB. Breech birth--Delivery of a fetus presenting itself with its breech (buttocks) first



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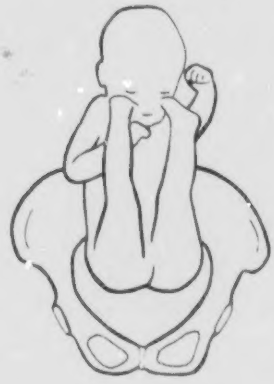
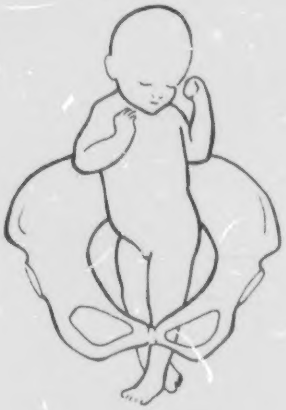


Frank



Footling

CC. Cesarean section--Delivery of child through an incision in abdominal wall

DD. Trimester--Three month period of pregnancy

EE. Toxemia--Condition resulting from distribution of poisonous substances throughout the body's bloodstream

II. Initial symptoms of pregnancy

(NOTE: Some, all, or none of these may be experienced by an individual during the first trimester.)

A. Missing a menstrual period

B. Breast changes

C. Nausea

D. Fatigue and need for extra sleep

E. Frequent urination

INFORMATION SHEET

III. Spouses' tasks during pregnancy

(NOTE: With the birth of the first child, individuals make the greatest change in their lives--from son/daughter, husband/wife to father/mother of a totally dependent infant. Even when the baby is planned and parents are mature and financially secure, the new baby causes stress and requires major readjustments of time, emotions, routines, and expenditures.)

A. Read about child bearing, feeding, family care, and planning

(NOTE: Check library, doctor's office, and government publications listings for materials.)

B. Discuss personal needs, problems, and questions with doctor and spouse

C. Join a parent education group

D. Show consideration and understanding for each other

E. Share responsibility for space, time, money, and household tasks

F. Be aware that pregnancy is not a sickness

IV. Importance of early medical care during pregnancy

(NOTE: If there is no family doctor or obstetrician, contact local medical society, hospital clinic, family service organization, or county/city health unit.)

A. Review medical history of parents

B. Determine present state of health

C. Create solid foundation for parent-doctor relationship

D. Provide basis for counseling

INFORMATION SHEET

V. Stages of prenatal development

A. Fertilization-implantation period--Begins with conception and extends through the second week of life when zygote attaches itself to wall of uterus

Conception

occurs when sperm and ovum meet in the Fallopian tube.

(NOTE: Conception is most likely to occur 10-14 days after menstruation begins.)

Zygote

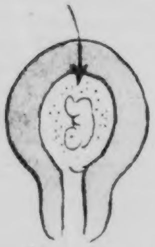
attaches itself to wall of uterus and begins to divide and subdivide.

(NOTE: Sex of child is determined at moment of conception by chromosomes in sperm cell.)

B. Embryo period--Extends from the end of the second week to the end of the second month

1st Month

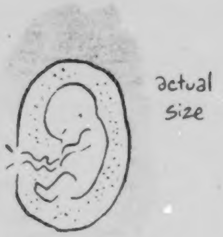
the embryo is 1/4 inch long



(NOTE: Blood is already circulating and eyes and ears are forming.)

2nd Month

the embryo is about 1 inch long



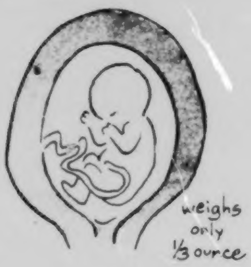
(NOTE: Face and sex organs develop--bones are being formed. Embryo floats in amniotic fluid.)

INFORMATION SHEET

C. Fetal period--Extends from the end of the second month to birth; much growth and development occur during this period but no new features appear

3rd Month

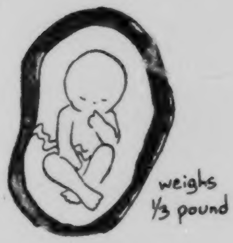
the fetus is about
4 inches long.



(NOTE: Placenta & umbilical cord are developed and are in operation. Teeth are forming.)

4th Month

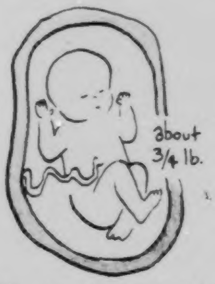
the fetus is about
6 inches long.



(NOTE: Face is well formed--looks like a baby. Hair begins to grow.)

5th Month

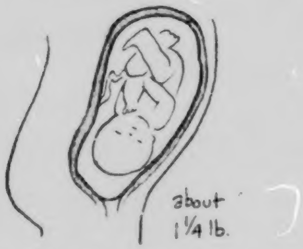
the fetus is about
10 inches long.



(NOTE: Heartbeat may be heard through the stethescope. Movement can be felt.)

6th Month

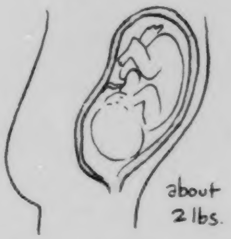
the fetus is about
1 foot long.



(NOTE: Fetus position shifts to head-down. Movements are real "thumps.")

7th Month

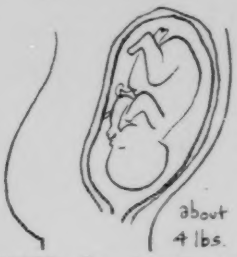
the fetus is about
14 inches long.



(NOTE: Central nervous system develops so that if born now, baby could survive with special care.)

8th Month

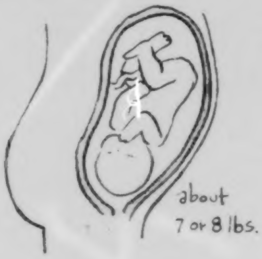
the fetus is about
17 inches long.



(NOTE: Fat deposits are forming beneath skin. Nails and bones are beginning to harden.)

9th Month

the fetus is about
20 inches long.



(NOTE: Cartilage in nose and ears develop. Rapid weight gain.)

INFORMATION SHEET

VI. Factors that affect prenatal development

A. Maternal emotions

(NOTE: Emotional disturbances among pregnant women have been found to be associated with various pregnancy and birth complications.)

B. Nutrition

C. Infectious diseases

(NOTE: Mental deficiency, stillbirths, miscarriages, blindness, or deafness can result from infectious diseases such as German measles [rubella], syphilis, or gonorrhea. These diseases seem to be particularly damaging to the unborn baby if contacted during the early months of pregnancy.)

D. Rh blood incompatability

E. X-ray exposure

F. Drugs

(NOTE: The expectant mother should only take drugs or medication prescribed by her physician.)

G. Smoking

(NOTE: There is evidence that smoking during pregnancy increases the possibility of having a premature birth or a baby of low birth weight.)

H. Alcohol

(NOTE: The consumption of alcohol during pregnancy, even a moderate amount, results in decreased quantities of milk secretion by the mother. Alcohol can adversely affect the fetus if the father drinks, even though the mother may not because alcohol consumed by the father tends to lower the sperm count.)

I. Age of the mother

(NOTE: The optimum age for pregnancy generally seems to be between the ages 25 and 30. There is a higher frequency of birth defects, miscarriages, stillbirths, and premature births among mothers below the age of 18 and over the age of 40.)

INFORMATION SHEET

VII. Facts and fallacies of pregnancy

	FALLACIES		FACTS
A.	A woman cannot become pregnant while nursing a baby	A.	Although the fertility rate is somewhat lower during nursing because ovulation is less frequent, conception is possible
B.	While a female is pregnant, she should "eat for two" by doubling the quantity of food eaten	B.	To insure physical well-being of both mother and child, the mother should eat about 10 percent more; the quality of the diet should be improved (NOTE: The average weight gain in normal pregnancy is 10-12 kg [22-27 lbs].)
C.	Cravings for certain foods during pregnancy indicate the body needs them	C.	There is no actual physical need for certain foods, although there may be a psychological need existing to crave foods normally liked
D.	The fetus robs its mother of calcium and causes increased tooth decay during pregnancy, hence, "a tooth lost for every child"	D.	Enamel on teeth is permanent and is unaffected by the amount of calcium in mother's diet; however, the tooth structure of the fetus can be helped by an increase in mother's intake of calcium
E.	A baby that is "carried high" is usually a boy	E.	No single pregnancy is all "high" or all "low" and the position bears no relationship to the baby's sex; in certain phases of every pregnancy the baby's position seems higher or lower
F.	Teenagers have the healthiest babies and pregnancies	F.	The best age for normal pregnancies and deliveries is between 25 and 30
G.	There is no scientific way to determine whether the unborn child is a girl or a boy	G.	The sex chromatin test analyzes cells from amniotic fluid to determine the unborn child's sex and birth defects

INFORMATION SHEET

FALLACIES	FACTS
H. If you want a boy, eat peanuts and drink alkaloids; if you want a girl, eat sweets and acids	H. Sex of the child is determined at the moment of conception
I. Ova from the right ovary produce a boy while ova from the left ovary produce a girl	I. The sex of an unborn child is determined by chromosomes in the sperm at the moment of conception
J. Eat ice cream and baby will catch cold	
K. Getting feet wet will flood baby with water	
L. Eating lobsters and strawberries will cause birthmarks	
M. Wearing high heels during pregnancy will cause a child to be cross-eyed	
N. Stretching will wrap the umbilical cord around the neck of the fetus	
O. Heartburn indicates hair on child	
P. Baby's head sinks into pelvis at dark of moon; change of moon starts labor	
Q. Labor with girls is more difficult than with boys	
R. Women with large mouths have easy labor	
S. Women must keep mouth closed after delivery to keep uterus from dilating	

INFORMATION SHEET

VIII. Normal discomforts and danger signals of pregnancy

NORMAL DISCOMFORTS

(NOTE: These discomforts should be reported to the doctor on the mother's regular visits--but do not warrant emergency calls unless the discomfort is acute.)

1. Morning sickness
2. Heartburn
3. Flatulence

   (NOTE: This is a condition of having gas in the stomach or intestines.)
4. Varicose veins
5. Hemorrhoids
6. Leg cramps
7. Puffy feet
8. Constipation
9. Vaginal discharge
10. Itching

DANGER SIGNALS

(NOTE: These symptoms do not necessarily spell trouble--rather, they indicate that some treatment may be in order to ward off trouble. Because these signs do precede possibility of a miscarriage, toxemia, and urinary infections, CALL DOCTOR IMMEDIATELY!)

1. Vaginal bleeding
2. Severe, continuous headache
3. Swelling of face/fingers
4. Dimness/blurring of vision
5. Abdominal pain
6. Persistent vomiting
7. Chills/fever
8. Sudden escape of fluid from vagina
9. Painful urination
10. Exposure to contagious disease

    Examples: Measles, rubella, scarlet fever

INFORMATION SHEET

IX. Roles of nutrition, rest, and exercise during pregnancy

A. Good nutrition

1. Promotes optimum development of zygote, embryo, and fetus

Example:

	Development of Your Baby	**Food Nutrients Needed**	**Source of Food Nutrients**
17 Days After Fertilization	Formation of BLOOD VESSELS and BLOOD POOLS	Protein	Meat and Milk groups
		Iron	Meat group
		Vitamin C	Fruit-Vegetable group
Third Week	Beginning of HEART and BRAIN	Protein	Meat and Milk groups
	Beginning of EYES	Protein	Meat and Milk groups
		Vitamin A	Fruit-Vegetable group
Fourth Week	Beginning of EARS and NOSE	Protein	Meat and Milk groups
		Riboflavin	Milk and Bread groups
		Niacin	Bread and Meat groups
	Beginning of NERVOUS SYSTEM	Thiamine	Bread group
		Niacin	Bread group
		Calcium	Milk group
Eighth Week	Development of SKELETON	Protein	Meat group
		Calcium, Vitamin D & Phosphorous	Milk group

2. Results in fewer complications during the nine months of pregnancy

3. Decreases chances of premature births, unhealthy infants, and birth defects

INFORMATION SHEET

B. Exercise

   1. Is helpful in maintaining muscle tone
   2. Facilitates correct carriage and posture
   3. Improves circulation, appetite, and digestion
   4. Aids elimination process and sleep habits

C. Rest

   1. Relieves burden on legs and arches
   2. Reduces swelling
   3. May help to prevent varicose veins
   4. Helps to prevent excessive tiring

      (CAUTION: Excessive tiring can lead to premature birth and vaginal bleeding!)

   5. Helps to maintain overall condition of good health

X. Possible signs of an approaching delivery

A. Repeated, slight cramps or contractions in uterus or back, gradually becoming stronger and coming at shorter intervals

B. Slight flow of blood-tinged mucous from vagina

(NOTE: This sign is commonly called the "show.")

C. Breaking of the amniotic sac or "waters," followed by a flow of liquid

(NOTE: Labor usually starts within twenty-four hours after these membranes have ruptured. If labor does not begin approximately within this period of time, there is a risk of infection and the mother needs to be hospitalized for observation.)

XI. Steps during the normal/usual delivery process

(NOTE: While hospital policies differ, more and more hospitals are allowing fathers to participate in almost every stage of the delivery process. In 95 percent of all women ready to be delivered, the baby lies in the uterus with its head in the mother's pelvic cavity and its buttocks up near her ribs. Usually, complicated deliveries include those with multiple births, breech presentations, or Cesarean sections.)

A. Woman calls the doctor after signs of an approaching delivery have occurred

(NOTE: Relaying messages through any third party may give doctor misleading information.)

INFORMATION SHEET

B. Spouses complete procedures in hospital admissions office

(NOTE: If preadmission procedures have been completed, the woman will be admitted directly to the maternity unit.)

C. Enter labor room where cervix dilates until it is wide enough for the baby to pass through

(NOTE: This is the longest stage of labor and averages about fifteen hours in the first pregnancy and only about eight hours in later pregnancies. Medication can be given to relieve discomfort as the contractions intensify.)

D. Enter delivery room where rhythmic contractions of the uterus gradually push the baby out

INFORMATION SHEET

E. Placenta or afterbirth is expelled

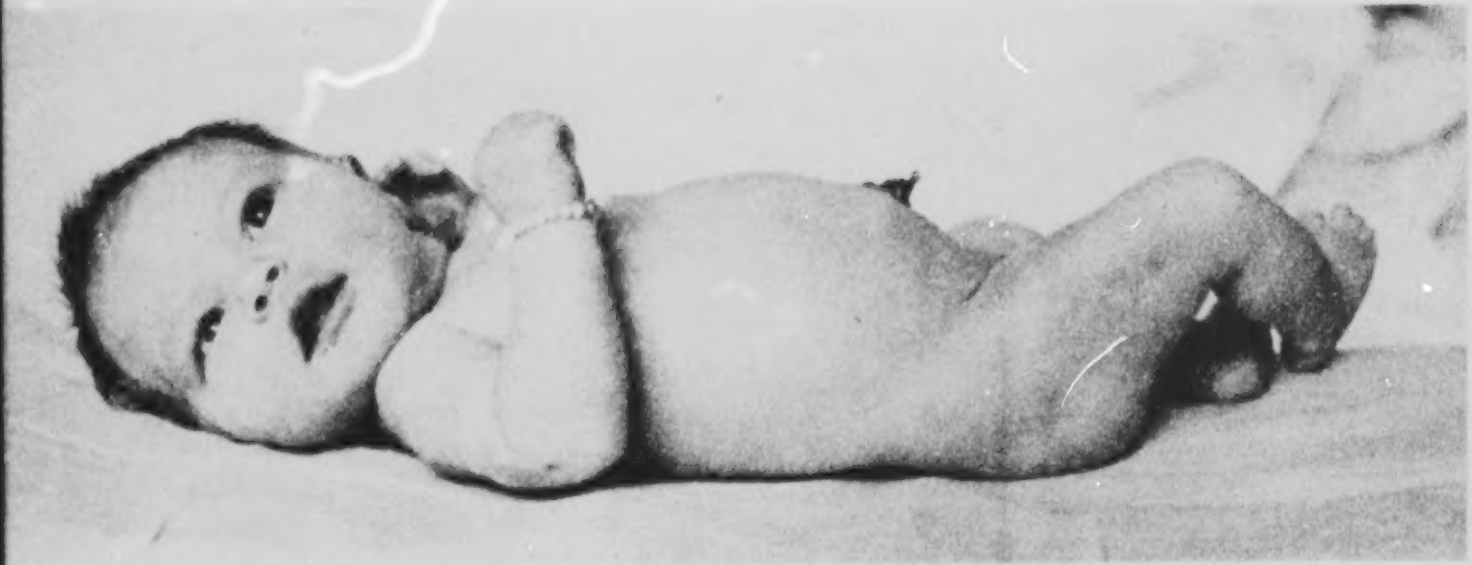
F. Mother returns to own bed in maternity unit or to recovery room

(NOTE: The hospital stay averages 2-3 days depending on the mother's condition. During this stay, hospital staff will advise the mother on care of the newborn, diet, and personal hygiene.)

XII. Characteristics of a healthy newborn

(NOTE: See next two pages.)

INFORMATION SHEET



This photograph taken two days after birth at Stillwater Municipal Hospital.

INFORMATION SHEET

A. Head appears too large for body

(NOTE: It may be temporarily out of shape [lopsided or elongated] due to pressure before or during birth.)

B. Eyes are always a dark blue and have a blank starry glaze

C. Skin is thin and dry

(NOTE: Downy hair is not unusual and some vernix caseosa [white, prenatal skin covering] remains.)

D. Trunk includes short neck; small sloping shoulders; large rounded abdomen; umbilical stump (future navel); slender, narrow pelvis and hips

E. Genitals of both sexes will seem large

F. Legs are most often seen doubled-up against the abdomen in prebirth position

G. Skull has two soft spots or fontanels

(NOTE: One fontanel is above brow and one fontanel is close to crown of head in back.)

H. Face includes pudgy cheeks; broad, flat nose; receding chin; undersized lower jaw

I. Hands are clinched and have finely-lined palms; tissue-paper thin nails; dry, loose-fitting skin; and deep, bracelet creases at wrist

J. Weight averages 6-7 pounds; length averages 18"-21"

K. Feet appear complete

(NOTE: X-ray would show only one real bone at the heel.)

L. Bones are cartilage

M. Skin is loose and wrinkly

INFORMATION SHEET

XIII. Care given to newborn infant

A. If the baby does not breathe at once, the doctor will give emergency assistance, thereby stimulating the infant to his/her first cry

B. Doctor clamps, cuts, and ties the umbilical cord

C. Infant is cleaned

D. Infant is kept warm

E. Infant's eyes are wiped and drops of one percent silver nitrate are put in them

(NOTE: The law requires this treatment to prevent blindness if child has developed gonorrhea during birth.)

F. Indelible copy of the infant's footprint is made for public records (birth certificate)

(NOTE: Mother's thumbprint is taken at this same time.)

G. Band bearing the infant's family name is clamped to the wrist and ankle

H. Apgar test is given to test for heart rate, breathing, reflexes, muscle tone, and color

I. Infant is tested for mental retardation (PKU test)

J. Male infants are circumcised with parental permission

XIV. Guidelines for postnatal care of new mother

(NOTE: These guidelines may help in preventing or easing mother's postpartum blues.)

A. Arrange to have some household help, if possible

B. Continue to eat well-balanced meals

(NOTE: Extra milk and protein are especially important for nursing mothers.)

C. Get plenty of rest

Examples: Nap along with baby, have father participate with complete infant care

INFORMATION SHEET

D. Keep doctor's appointments

(NOTE: Both infant and mother will have a complete check-up about six weeks after delivery.)

E. Limit visitors

(NOTE: Company is tiring for parents and baby!)

PREGNANCY AND CHILDBIRTH
UNIT II

ASSIGNMENT SHEET #1--DETERMINE PARENT EDUCATION OPPORTUNITIES AND CHILDBIRTH/DELIVERY OPTIONS IN LOCAL AREA

What medical care alternatives and parent education opportunities are available in your local area? Use the checksheet below to discover the availability and cost.

PARENT EDUCATION RESOURCES	YES	NO	COST
Doctor's office			
American Red Cross			
Special interest groups Examples: Lamaze, psychoprophylactic			
Public health office			
CHILDBIRTH/DELIVERY/CARE RESOURCES			
General practitioner			
Obstetrician			
Normal birth in hospital			
Cesarean section			
Home delivery			
Mid-wife delivery			
Centralized nursery			
Rooming in			

PREGNANCY AND CHILDBIRTH
UNIT II

ASSIGNMENT SHEET #2--CALCULATE COSTS OF INFANT'S FIRST YEAR

Couples should investigate FIRST YEAR COSTS of a baby by checking prices via local stores, catalogs, new parents, health insurance, and hospitals. Use a current catalog or go to a department store to calculate the costs of parenthood from the lists below.

THE COST OF HAVING CHILDREN HAS CLIMBED SO RAPIDLY THAT FEW COUPLES ARE PREPARED FOR IT.

THIS EXERCISE SHOULD HELP GIVE A REALISTIC OUTLOOK ON THE COST OF BABIES.

MEDICAL COSTS	COST
Prenatal care	$
Labor and delivery	
Hospitalization (average stay, 2-3 days)	
Post-maternity checkups	
Pediatric care (average, 5-8 visits in first year)	
(Indicate which costs are covered by health insurance)	

FURNITURE AND BEDDING	
Crib	
Mattress	
Crib sheets, fitted sheets (4-6 of each)	
Dressing table (optional)	
Chest of drawers	
Plastic tub (optional)	
Bath equipment (soap, lotion, oil, powder)	
Brush and comb set	
Soft towels and washcloths (3-4)	
Diaper pail	
Diaper bag	
Car bed or reclining infant seat	
High chair	
Nursery chair or training seat	
Car seat	
Stroller (optional)	
Playpen (optional)	

LAYETTE	
Cotton receiving blankets (5)	
Acrilan, orlon, or wool blanket (4)	
Cotton shirts (6 or more)	
Socks or bootees (4 pairs)	
Acrilan or orlon sweaters (2)	
Diapers (4-6 dozen or more)	

ASSIGNMENT SHEET #2

Soft-soled shoes (1 pair) ____________
Diaper pins (6-8) ____________
Rubber pants (vinyl, 4-6 pair) ____________
Coveralls (6) (pajama-type sleepers with feet) ____________
Nightgowns or kimonos (4) ____________
Cap or bonnet (1) ____________
Lap pads (6) ____________

FOOD

Formula, milk ____________
Solid food ____________
Bottles (2-8, depending on type of feeding) ____________
Extra nipples and caps ____________
Bottle and nipple brushes ____________
Bibs (4) ____________

OTHER

Bath items (lotion, powder, cotton balls, shampoo) ____________
Sterilizer, bottles ____________
Toys ____________
Photographs ____________
Babysitters ____________

TOTAL ____________

1. Using the lists and figures on the preceding pages, decide which items are "must-haves," "nice-to-haves," or "luxuries." Then, compute a TOTAL for each column. Now you can determine how much you can or would like to spend.

MUST-HAVES	NICE-TO-HAVES	LUXURIES
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
TOTAL ________	TOTAL ________	TOTAL ________

ASSIGNMENT SHEET #2

2. What are some ways to save money in providing items needed and wanted to care for infant?

FL - 57-D

PREGNANCY AND CHILDBIRTH
UNIT II

TEST

NAME______________________________ SCORE______________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Small rod-shaped bodies present in cells which contain hereditary factors

______b. Process by which zygote attaches itself to the wall of uterus

______c. That which occurs or refers to occurrences before birth

______d. Male sex cell

______e. Period of time from conception to birth/miscarriage

______f. Name given to unborn child from conception to end of second week

______g. Union of sperm and ovum

______h. Female sex cell

______i. That which occurs or refers to occurrences after birth/delivery

______j. Name given to unborn child from end of the second month to birth

______k. Name given to unborn child at the end of second week until the end of the second month of pregnancy

______l. Biological union of sperm and ovum in Fallopian tube

______m. Connecting link between placenta and unborn child

______n. Doctor who specializes in development and care of infants and children and in the treatment of their diseases

1. Pregnancy
2. Prenatal
3. Fertilization
4. Implantation
5. Conception
6. Sperm
7. Ovum
8. Zygote
9. Pediatrician
10. Chromosomes
11. Embryo
12. Postnatal
13. Fetus
14. Umbilical cord

______o. Doctor who specializes in care of pregnant women and delivery of infants

______p. Pear-shaped organ, hollow, elastic, and flexible, that houses unborn child until birth

______q. Mass of small blood vessels embedded in wall of uterus; forms an organ that transmits nutrients from mother to embryo and wastes from embryo to mother

______r. Bag that contains watery fluid that protects unborn infant from injury

______s. Delivery of a fetus presenting itself with its breech (buttocks) first

______t. Narrow passageways from ovaries to uterus

______u. Birth canal

______v. Delivery of child through an incision in abdominal wall

______w. Process by which a mature ovum is released monthly; time of month female can conceive

______x. Fetus born before it is capable of surviving outside the mother's body

______y. Delivery of a dead infant

______z. Blood condition of newborn which is possible only when father with Rh positive blood and mother with Rh negative blood produce a child with Rh positive blood

_____aa. Physical, mental, and emotional training for delivery

_____bb. Condition resulting from distribution of poisonous substances throughout the body's bloodstream

_____cc. "Mouth" or lower end of uterus

15. Stillborn
16. Miscarriage
17. Obstetrician
18. Rh factor
19. Vagina
20. Cervix
21. Uterus
22. Multiple births
23. Amniotic sac
24. Placenta
25. Breech birth
26. Ovulation
27. Cesarean section
28. Toxemia
29. Fallopian tubes
30. Prepared childbirth
31. Trimester

____dd. More than one infant born during one delivery; results when more than one egg is released from the ovaries in one menstrual cycle or when more than one individual develops from a single egg

____ee. Three month period of pregnancy

2. Select from the list below initial symptoms of pregnancy. Place an "X" in the appropriate blanks.

_____a. Nausea

_____b. Missing a menstrual period

_____c. Spotting

_____d. Breast changes

_____e. Fatigue and need for extra sleep

3. Discuss spouses' tasks during pregnancy.

____

____

____

____

____

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4. Discuss the importance of early medical care during pregnancy.

____

____

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____

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____

5. Match the stages of prenatal development on the right to the correct definitions/descriptions on the left by placing the appropriate numbers in the blanks provided.

______a. Extends from the end of the second month to birth; much growth and development occur during this period but no new features appear

______b. Begins with conception and extends through the second week of life when zygote attaches itself to wall of uterus

______c. Extends from the end of the second week to the end of second month

1. Fertilization-implantation period
2. Embryo period
3. Fetal period

6. Select from the list below factors that affect prenatal development. Place an "X" in the appropriate blanks.

______a. Sexual intercourse

______b. Alcohol

______c. Zodiac signs (moon signs)

______d. Nutrition

______e. Age of the mother

______f. Smoking

______g. Bathing

______h. Maternal emotions

______i. X-ray exposure

7. Distinguish between facts and fallacies of pregnancy. Place an "FA" in front of those statements that represent facts of pregnancy.

______a. Ova from the right ovary produces a boy while ova from the left ovary produces a girl

______b. A baby that is "carried high" is usually a boy

______c. The best age for normal pregnancies and deliveries is between 25 and 30

______d. Sex of the child is determined at the moment of conception

______e. Eating lobsters and strawberries will cause birthmarks

______f. Although the fertility rate is somewhat lower during nursing because ovulation is less frequent, conception is possible

8. Distinguish between normal discomforts and danger signals of pregnancy. Place an "ND" in front of the normal discomforts and a "DS" in front of the danger signals.

______ a. Chills/fever

______ b. Puffy feet

______ c. Constipation

______ d. Vaginal discharge

______ e. Painful urination

______ f. Sudden escape of fluid from vagina

______ g. Persistent vomiting

______ h. Leg cramps

______ i. Morning sickness

______ j. Heartburn

______ k. Flatulence

______ l. Vaginal bleeding

______ m. Varicose veins

______ n. Severe, continuous headache

______ o. Swelling of face/fingers

______ p. Dimness/blurring of vision

______ q. Hemorrhoids

______ r. Itching

9. Discuss the roles of nutrition, rest, and exercise during pregnancy.

10. Name the possible signs of an approaching delivery.

a. ______________________________

b. ______________________________

c. ______________________________

11. Arrange in order steps during the normal/usual delivery process. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Placenta or afterbirth is expelled

______b. Enter labor room where cervix dilates until it is wide enough for the baby to pass through

______c. Spouses complete procedures in hospital admissions office

______d. Enter delivery room where rhythmic contractions of the uterus gradually push the baby out

______e. Woman calls the doctor after signs of an approaching delivery have occurred

______f. Mother returns to own bed in maternity unit or to recovery room

12. Select from the list below characteristics of a healthy newborn.

______a. Head is in proportion to body

______b. Skin is thin and dry

______c. Genitals of both sexes will seem large

______d. Eyes will vary in color and focus immediately

______e. Bones are fully developed

______f. Feet appear complete

______g. Face includes pudgy cheeks; broad, flat nose; receding chin; undersized lower jaw

______h. Weight averages 6-7 pounds; length averages 18"-21"

13. Describe care given to newborn infant.

14. Select from the list below guidelines for postnatal care of new mother. Place an "X" in the appropriate blanks.

______a. Get plenty of rest

______b. Encourage visitors; they help keep mother's spirits high

______c. Continue to eat well-balanced meals

______d. Try to keep house neat and clean

______e. Keep doctor's appointments

15. Determine parent education opportunities and childbirth/delivery options in local area.

16. Calculate costs of infant's first year.

(NOTE: If activities fifteen and sixteen have not been accomplished prior to the test, ask the instructor when they should be completed.)

PREGNANCY AND CHILDBIRTH
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (31 points)

a. 10
b. 4
c. 2
d. 6
e. 1
f. 8
g. 5
h. 7
i. 12
j. 13
k. 11
l. 3
m. 14
n. 9
o. 17
p. 21
q. 24
r. 23
s. 25
t. 29
u. 19
v. 27
w. 26
x. 16
y. 15
z. 18
aa. 30
bb. 28
cc. 20
dd. 22
ee. 31

2. (10 points)

a, b, d, e

3. (4 points)

Discussion should include:

a. Read about child bearing, feeding, family care, and planning
b. Discuss personal needs, problems, and questions with doctor and spouse
c. Join a parent education group

d. Show consideration and understanding for each other

e. Share responsibility for space, time, money, and household tasks

f. Be aware that pregnancy is not a sickness

4. (4 points)

Discussion should include:

a. Review medical history of parents

b. Determine present state of health

c. Create solid foundation for parent-doctor relationship

d. Provide basis for counseling

5. (6 points)

a. 3

b. 1

c. 2

6. (18 points)

b, d, e, f, h, i

7. (12 points)

c, d, f

8. (36 points)

a. DS
b. ND
c. ND
d. ND
e. DS
f. DS
g. DS
h. ND
i. ND
j. ND
k. ND
l. DS
m. ND
n. DS
o. DS
p. DS
q. ND
r. ND

9. (4 points)

Discussion should include:

a. Good nutrition

    1) Promotes optimum development of zygote, embryo, and fetus

    2) Results in fewer complications during the nine months of pregnancy

    3) Decreases chances of premature births, unhealthy infants, and birth defects

b. Exercise

    1) Is helpful in maintaining muscle tone

    2) Facilitates correct carriage and posture

    3) Improves circulation, appetite, and digestion

    4) Aids elimination process and sleep habits

c. Rest

    1) Relieves burden on legs and arches

    2) Reduces swelling

    3) May help to prevent varicose veins

    4) Helps to prevent excessive tiring

    5) Helps to maintain overall condition of good health

10. (3 points)

a. Repeated, slight cramps or contractions in uterus or back, gradually becoming stronger and coming at shorter intervals

b. Slight flow of blood-tinged mucous from vagina

c. Breaking of the amniotic sac or "waters," followed by a flow of liquid

11. (12 points)

a. 5

b. 3

c. 2

d. 4

e. 1

f. 6

12. (16 points)

    b, c, f, g, h

13. (4 points)

    Description should include:

    a. If the baby does not breathe at once, the doctor will give emergency assistance, thereby stimulating the infant to his/her first cry

    b. Doctor clamps, cuts, and ties the umbilical cord

    c. Infant is cleaned

    d. Infant is kept warm

    e Infant's eyes are wiped and drops of one percent silver nitrate are put in them

    f. Indelible copy of the infant's footprint is made for public records (brith certificate)

    g. Band bearing the infant's family name is clamped to the wrist and ankle

    h. Apgar test is given to test for heart rate, breathing, reflexes, muscle tone, and color

    i. Infant is tested for mental retardation (PKU test)

    j. Male infants are circumcised with parental permission

14. (10 points)

    a, c, e

15. Evaluated to the satisfaction of the instructor (15 points)

16. Evaluated to the satisfaction of the instructor (15 points)

INFANT CARE
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to give an infant appropriate care in order to insure that the infant's needs for love, safety, and health be met. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list factors to consider when feeding an infant.
2. Discuss importance of careful holding and lifting of an infant.
3. Select from a list factors to consider in selection of infant's clothing.
4. Select from a list factors which positively influence development of an infant's sleep habits.
5. Select from a list factors to consider when bathing an infant.
6. Select from a list developmental tasks associated with infancy.
7. Name three needs of every infant.
8. Select from a list parental adjustments to the birth of a child.
9. State positive changes associated with parenthood.
10. Compare different types of infant clothing.
11. Compare costs of diapers.
12. Interview new parents.
13. Demonstrate the ability to:
    a. Bathe an infant.
    b. Diaper an infant.

INFANT CARE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information, assignment, and job sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Demonstrate procedure outlined in Job Sheets #1 and #2.

  (NOTE: Ask a mother to come and bathe and diaper infant during class period. If possible, set up situations where every student bathes and diapers an infant, e.g., home experience, nursery. If a student is unable to actually bathe or diaper an infant, use a doll to complete procedures in Job Sheets #1 and #2.)

  F. Arrange for a field trip for students to complete Assignment Sheets #1 and #2.

  G. Invite a panel of resource people, e.g., two or three couples who have just recently become parents, in order for students to complete Assignment Sheet #3.

  H. Give test.

  I. Reteach if necessary.

II. Instructional materials:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Compare Different Types of Infant Clothing

    2. Assignment Sheet #2--Compare Costs of Diapers

    3. Assignment Sheet #3--Interview New Parents

  D. Job sheets

    1. Job Sheet #1--Bathe an Infant

    2. Job Sheet #2--Diaper an Infant

E. Test

F. Answers to test

III. Unit references:

A. Benson, Ann. *Child Development: In-Depth Curriculum.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1974.

B. Stinnett, Nick, and Walters, James. *Relationships in Marriage and Family.* New York: Macmillan Publishing Co., Inc., 1977.

C. Bernard, Harold W. *Human Development in Western Culture.* Boston: Allyn and Bacon, Inc., 1975.

D. Landis, Paul H. *Your Marriage and Family Living.* .4th ed. Dallas: McGraw-Hill Book Company, 1977.

E. Hobbs, Daniel F. "Parenthood as Crisis: A Third Study." *Journal of Marriage and the Family* 27 (1965): 367-372.

VI. Additional references:

A. "Happy Mealtime for Baby." Filmstrip available from Educational Service; Glass Containers Mfg. Institute, Washington, D.C.

B. Lansky, Vicki. *Feed Me! I'm Yours: A Recipe Book for Mothers.* New York: Bantam Books, 1974.

C. Brisbane, Holly E., and Riker, Audrey Palm. *The Developing Child.* 2nd ed. Peoria, Illinois: Chas. A. Bennett Co., 1971.

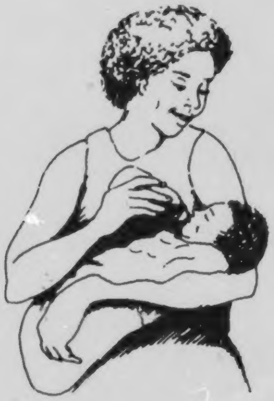
INFANT CARE
UNIT III

INFORMATION SHEET

I. Factors to consider when feeding an infant

A. Avoid propping bottles during feeding

(NOTE: Propping the bottle can be quite dangerous if the baby goes to sleep and stops swallowing. Physical contact associated with cuddling, warmth, and the heartbeat is a positive factor in development of a positive self-concept.)



B. Select appropriate form of food

Examples: Liquids (milk, formula); semi-solid (baby food, junior foods); solid (foods in their natural state or as normally served to adults)

C. Give small amount of new foods at first

(NOTE: It is wise to introduce a new food along with one that is liked or when infant is hungry. Spitting out of a new food is a natural reaction and does not necessarily indicate dislike.)

D. Discourage playing with or in food; however, expect a mess

E. Encourage children to feed themselves as soon as possible

F. Avoid forcing food

(NOTE: An infant's appetite will vary! The amount of food needed depends upon the age and weight of the child. It is easy to over-estimate the amount a tiny stomach can hold!)

G. Burp as necessary

INFORMATION SHEET

H. Be positive

(NOTE: An infant reacts to tenseness or uncertainty of the person doing the feeding. Also, an adult's likes and dislikes for certain foods may be transferred to the child.)

I. Avoid introducing new foods when there are major changes occurring in the baby's life

J. Consider allergies

K. Change arms to aide eye development of infant

II. Importance of careful holding and lifting of an infant

A. Infants learn to know adults and the world by the way they are held and handled

B. Gentle handling teaches children that the world is a good place to be and that they are loved

(NOTE: An infant can become angry or frightened by rough handling.)

C. Infant's spine and head need support; AVOID LIFTING INFANT BY ARMS

D. Infants need the close contact of being held

III. Factors to consider in selection of infant's clothing (Assignment Sheet #1)

A. Simple

B. Constructed to give maximum freedom for arms and legs

(NOTE: Childrens' clothing should have large openings for the head but not tight bands. Avoid clothing with strings around neck openings to prevent strangling.)

C. Easy to launder

D. Lightweight

E. Warm

F. Tightly secured fasteners

G. Sturdy and comfortable

H. Allergies

I. Growth features

INFORMATION SHEET

IV. Factors which positively influence development of an infant's sleep habits

- A. Good ventilation
- B. Uniform temperature

  (NOTE: Temperature of the sleeping room should be between 16° C and 22° C [60° F and 72° F].)

- C. Separate bed

  (NOTE: This gives better air, more freedom, and no danger of being smothered or rolled upon. A separate room is nice if at all possible.)

- D. Specific associations, such as a soft toy or blanket
- E. Regular rituals

  Examples: Undressing, washing, and a story

- F. Regular sleeptimes
- G. Use of bed/crib for sleeping only, not as a playpen

V. Factors to consider when bathing an infant (Job Sheet #1)

- A. Set aside a regular bath time each day

  (NOTE: It is recommended that this be a relaxed time for both infant and parent!)

- B. Complete the bath before allowing infant to play in water
- C. Select a sturdy working surface

  (NOTE: Infant is quick to sense insecurity!)

- D. Remain with child CONSTANTLY while in the tub
- E. Discourage climbing or standing while bathing
- F. Provide a warm place with no drafts
- G. Check temperature of water with elbow

INFORMATION SHEET

VI. Developmental tasks associated with infancy

(NOTE: Developmental tasks are skills, attitudes, and knowledge that must be learned and achieved by individuals if they are to satisfy expectations of society. There are developmental tasks for each stage of child development.)

A. Learn to eat solid food

B. Learn to walk and use small muscles

(NOTE: There is no specific age at which a child should walk. The child may walk as early as 8 or 9 months or as late as 18-24 months.)

C. Learn approved habits of elimination

(NOTE: Gaining control of the bowels and bladder are slow and often difficult skills. Adults who appreciate this difficulty might be a little more patient in waiting for physical development to aid in toilet training. This will occur some time during the second year.)

D. Learn to communicate

VII. Needs of every infant

(NOTE: Personality traits grow out of the manner in and extent to which one's basic needs are met!)

A. Physical

Examples: Food, protection from injury, relatively constant temperature, alternate rest and activity

B. Security

(NOTE: Security needs tend to be satisfied by the security that is afforded in routines--talking to child, a fairly regular time for eating, sleeping, playing, bathing. There is security in the familiar.)

C. Belongingness and love

(NOTE: Human beings must feel--at all ages--that they are wanted and appreciated for themselves and not for what can be done for others! The feeling of belonging and being loved may be supplied by the adult knowing what reasonable expectations are and allowing for different but normal developmental rates.)

INFORMATION SHEET

VIII. Parental adjustments to birth of a child (Assignment Sheet #3)

(NOTE: Pregnancy is a rather lengthy, gradual process in which the husband and wife prepare for the arrival of a baby. However, assuming the role of parenthood is a twenty-four-hour-a-day endeavor from which there is little retreat. The transition to parenthood brings many changes in the lives of the husband and wife, and many couples do not adequately prepare themselves for some of these changes. Adjustments can be made more smoothly if the couple is aware of some of the major changes brought about by the birth of a child.)

A. Changes in relationships

(NOTE: With the birth of a baby, the couple can no longer enjoy each other's undivided attention exclusively because a child demands much of their attention. A child's needs and interests often conflict with those of the parents.)

B. Physical demands

Examples: Loss of sleep, additional laundry, additional energy, fatigue

C. Disruption of daily routines

(NOTE: Babies eat and sleep when they feel like it! Until the baby adjusts to the routines of parents, couples consistently find their sleep disrupted and their meals disturbed.)

D. Less social life

E. Decrease in adult companionship

(NOTE: This adjustment can be more easily made by inviting friends over and by the parents sharing care responsibilities for the infant.)

F. Financial strain

IX. Positive changes associated with parenthood-Loving and nurturing a youngster can be one of the most fulfilling experiences in life

(NOTE: One of the largest studies done on the effects of the arrival of a child on parents is one which was conducted by Daniel Hobbs. He found that 90 percent of the men and 70 percent of the women rated their marriages as happier following the birth of their baby than it had been before.)

INFANT CARE
UNIT III

ASSIGNMENT SHEET #1--COMPARE DIFFERENT TYPES OF INFANT CLOTHING

What kind of clothing is best suited for an infant? What does it cost? Using information included in the unit, compare items of clothing for the infant.

	Item #1	Item #2	Item #3
Simple			
Constructed to give maximum freedom for arms and legs			
Large opening for the head			
No tight bands for arms, legs, or neck			
Easy to launder			
Lightweight			
Tightly secured fasteners			
Sturdy and comfortable			
Warm			
Cost			
Growth features			

INFANT CARE
UNIT III

ASSIGNMENT SHEET #2--COMPARE COSTS OF DIAPERS

Use information collected during a field trip, via telephone, from newspapers, or from asking parents to determine diapering costs. Compare the costs, both money and time, of diapering service and cloth diapers.

	INITIAL COST PER DOZEN DIAPERS	MAINTENANCE COSTS	ADVANTAGES	DISADVANTAGES
Diapering service				
Disposable diapers				
Cloth diapers				

INFANT CARE
UNIT III

ASSIGNMENT SHEET #3--INTERVIEW NEW PARENTS

PART A

To gain insight into the joys and problems of parenting an infant, interview new first-time parents using the following questions as a guide.

1. How long did you and your spouse wait before you had your child?

   ____________ Why? ______________________________

   ____

2. Did you read any books or articles or view any films about pregnancy and childbirth? __________ If so, list the most important ones:

   ____

   ____

3. Was a doctor consulted regularly throughout the pregnancy? __________

   Did the doctor suggest vitamins or a special diet? ______________

   Was the doctor supportive in preparing you for your first child?

   ____

   ____

4. Was "prepared" childbirth used? __________ If so, which method?______

   ____

   How did you learn about this method? ______________________

   ____

5. Did you and your spouse attend any classes in preparation for the birth of your child? __________

   Who conducted them? ________________________________

   Did you find them helpful? __________ If so, in what way? __________

   ____

   ____

ASSIGNMENT SHEET #3

6. Were both spouses present during wife's labor and birth of child? ________

________ Why/Why not? ________________________________

____

____

7. Was your infant nursed or bottle-fed? ________________________

Why? ____

____

8. Did you and your spouse discuss these early parenting decisions?

____

9. How has the birth of your child changed the relationship between you and your spouse?

____

____

10. What financial planning did you do before the birth of your child?

____

____

If you did not do any planning, do you now wish you had? ________

11. How has the birth of your child changed your schedule? __________

____

____

12. In the first weeks of your baby's life, did you have live-in help from a nurse, parent, or friend?

____

____

ASSIGNMENT SHEET #3

13. How old was your baby when you first left him/her with someone else so that you and your spouse could be absent from your home for an hour or more?

____

How did you feel about leaving the baby? ____________________

____

14. Do you often discuss child rearing practices with your spouse?

__________ Why? ______________________________

____

15. Do you hope to have another child? __________ If yes, how old do you think your first child should be when the brother or sister is born?

__________ Why? ______________________________

____

____

16. What do you think is the ideal family size? __________ Why? __________

____

____

____

17. Is there any advice you would like to give to someone who is considering becoming a parent?

____

____

____

____

____

____

ASSIGNMENT SHEET #3

PART B

Now that you have talked to new parents, what insights or new ideas did you gain from them? How have these ideas altered your own notions of becoming a parent?

INFANT CARE
UNIT III

JOB SHEET #1--BATHE AN INFANT

(NOTE: The procedures outlined in Job Sheet #1 may be altered with personal preferences, physician's instructions, and experience.)

I. Equipment and materials

   A. Bathing area

      (NOTE: Select a table or countertop of convenient height and free from draft.)

   B. Tub or dishpan

   C. Wash cloth (soft)

   D. Mild soap

   E. Clean towel (soft)

   F. Baby shampoo

II. Procedure

   (NOTE: Give a sponge bath until the navel heals. The stump of the umbilical cord will dry out and drop off five to eight days after birth. The raw spot that remains should be kept clean and untouched.)

   A. Use two or three inches of water in the tub

      (NOTE: You may want to put a small towel or diaper in the bottom of the tub to prevent the infant from skidding or slipping on slippery surface.)

   B. Test the temperature of the bath water with elbow

      (NOTE: It should feel lukewarm or about the temperature of the baby's body.)

   C. Place infant in tub

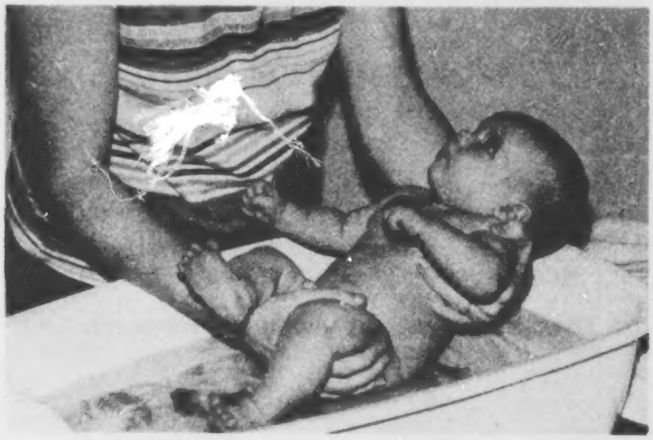
      1. Use a firm grip

      2. Slide a wrist under baby's neck and grasp child's arm beneath the armpit (Figure 1)

JOB SHEET #1

3. Slide your other hand under infant's thighs and grip one leg above the knee (Figure 1)

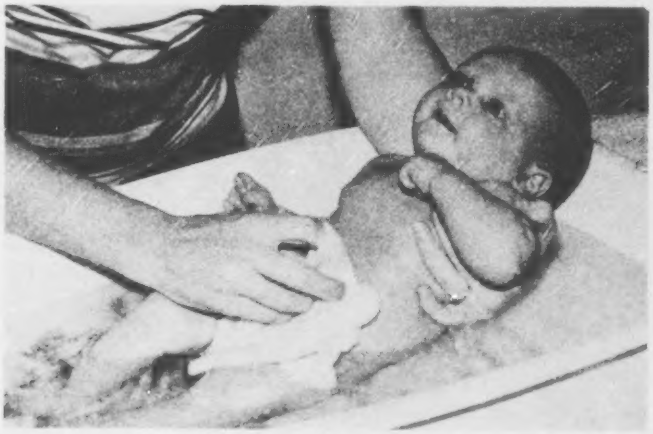
FIGURE 1



D. Wash the infant

1. Continue using firm grip, supporting the back and head (Figure 2)

FIGURE 2



2. Wash head and face first; do not use soap

   (NOTE: Special care should be given to the infant's scalp in order to prevent "cradle cap." Use nonirritating baby shampoo.)

3. Lather rest of body with soap

   (NOTE: Follow hospital instructions to cleanse genital area.)

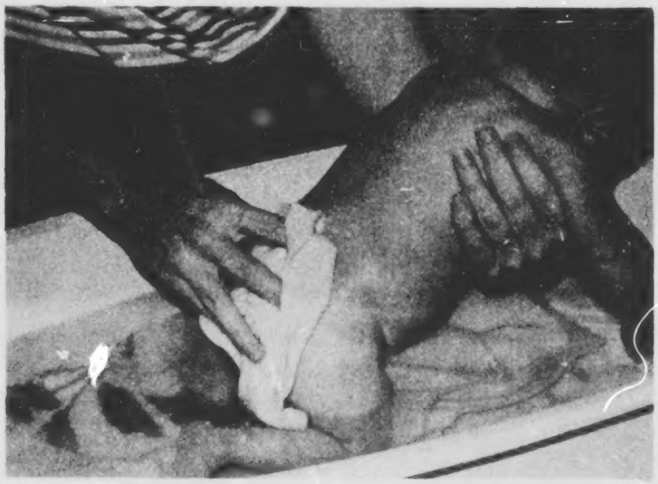
4. Rinse using your writing hand

JOB SHEET #1

5. Turn infant over using both hands

6. Support chest when back is rinsed (Figure 3)

FIGURE 3



E. Lift from the water with same grip

F. Place on clean towel

G. Cover immediately to prevent chilling

H. Pat dry

(NOTE: Avoid rubbing because the baby's tender skin is easily irritated.)

I. Dress infant

INFANT CARE
UNIT III

JOB SHEET #2--DIAPER AN INFANT

(NOTE: The procedures in Job Sheet #2 may be altered with personal preferences, physician's instructions, and experience.)

I. Equipment and materials

  A. Diaper (square or rectangular)

  B. Diaper pins, 2

  C. Waterproof pad

  D. Plastic pants

  E. Covered pail half filled with water

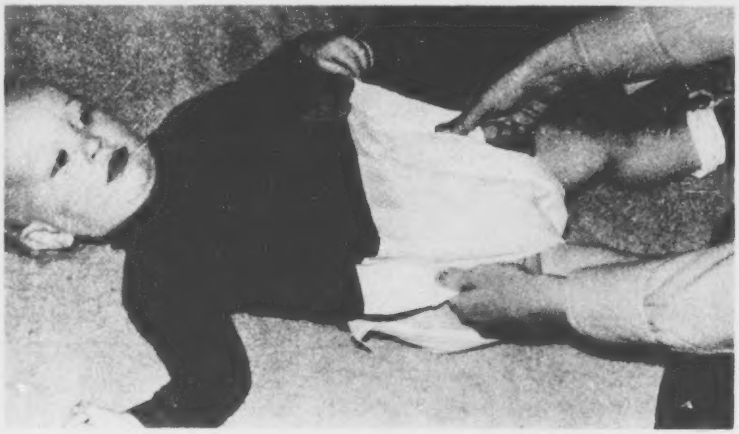
  F. Warm, damp washcloth

  G. Firm, flat surface

II. Procedure

(NOTE: If prefolded or disposable diapers are used, it is unnecessary to go through the steps of folding a diaper. However, it is still recommended that you shape the diaper around the infant's legs for a tighter fit. See Figure 1.)

FIGURE 1



JOB SHEET #2

A. Fold diaper

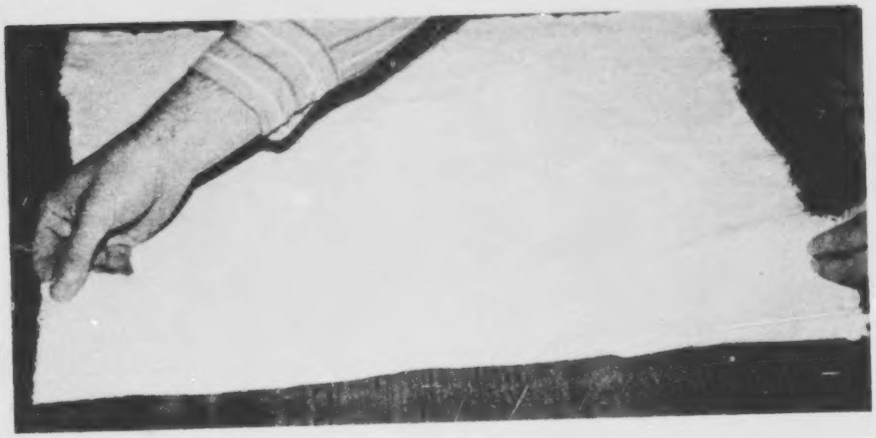
(NOTE: Diapers should be folded and put in a convenient place before you are ready to diaper the infant. This eliminates trying to hold down a squirming infant while folding the diaper.)

1. Square diaper

   a. Make a fold on the bottom edge of the diaper (Figure 2)

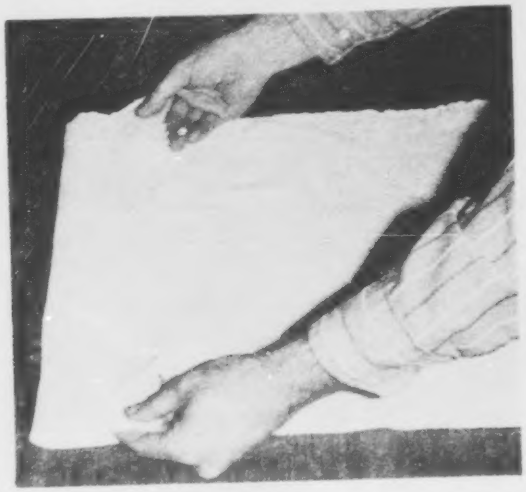
   (NOTE: You will have to practice this in order to correctly estimate the size of the folds. This amount will vary with the size of the infant.)

FIGURE 2



   b. Make another fold on the adjacent side of the diaper (Figure 3)

FIGURE 3



JOB SHEET #2

c. Fold up the bottom edge of the diaper to make one side of a triangle

(NOTE: It is recommended that diapers be folded differently for male and female infants. This is done to provide extra thickness where it will be the wettest. Fold up the left bottom corner for a female. See Figure 4a. Fold up the right bottom corner for a male. See Figure 4b.)

FIGURE 4a

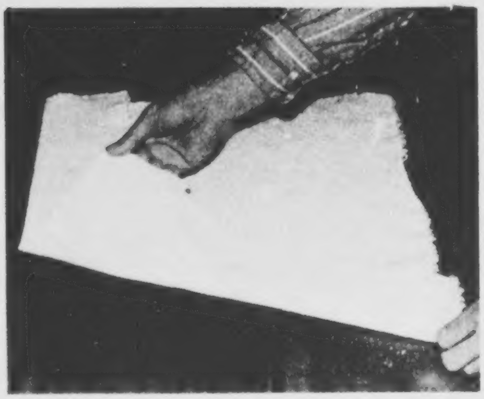
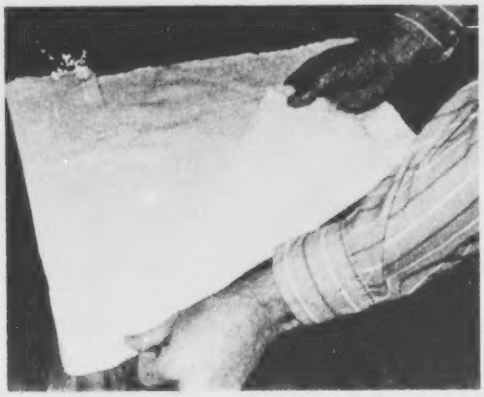


FIGURE 4b



d. Fold down top edge of diaper to complete triangle

(NOTE: Fold down upper right corner for a female. See Figure 5a. Fold down upper left corner for a male. See Figure 5b.)

FIGURE 5a

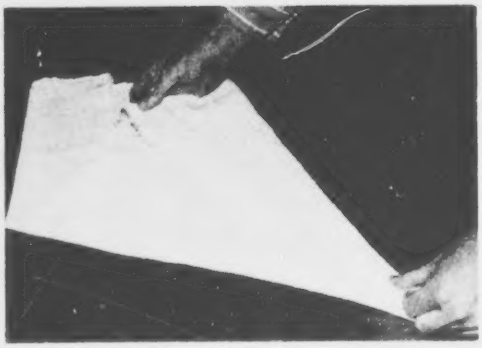
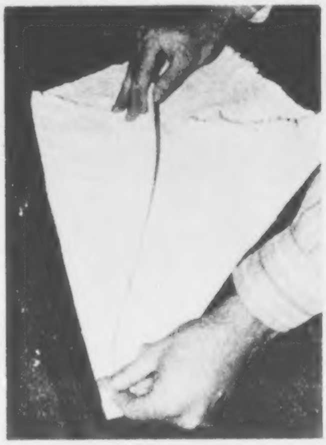


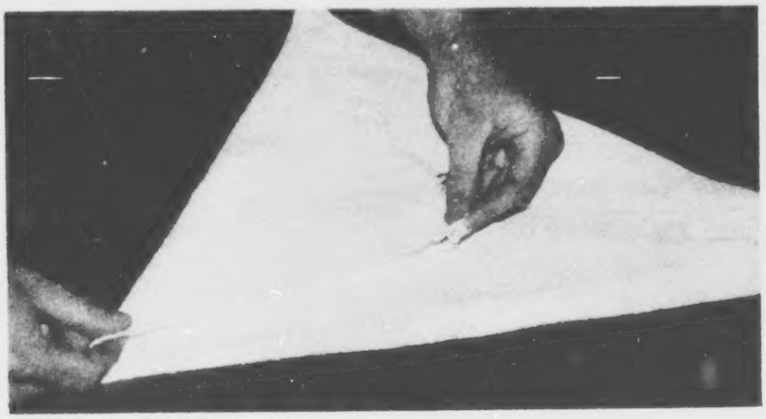
FIGURE 5b



JOB SHEET #2

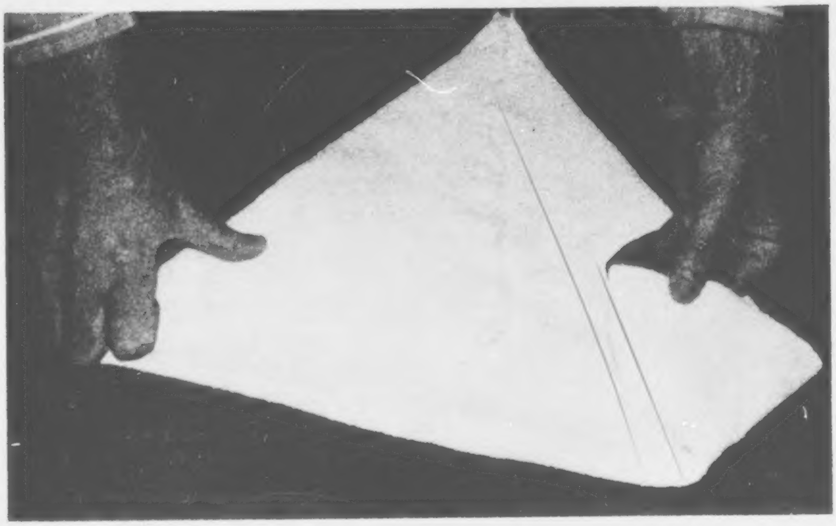
e. Fold down top part of remaining square (Figure 6)

FIGURE 6



f. Fold up point of triangle (Figure 7)

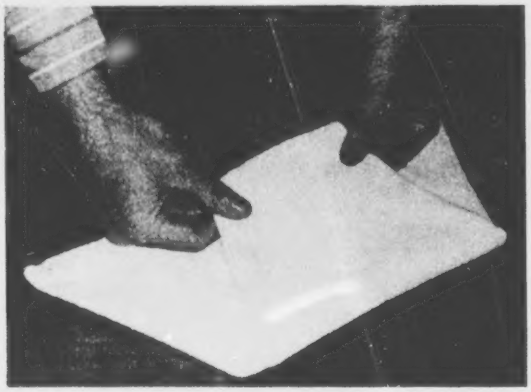
FIGURE 7



JOB SHEET #2

g. Fold diaper in half (Figure 8)

FIGURE 8

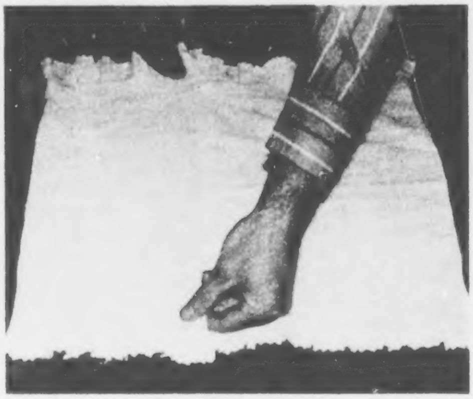


2. Rectangular diaper

a. Fold left edge of rectangle to the right to make a square (Figure 9)

(NOTE: You will have to practice this in order to correctly estimate the size of the fold. This amount will vary with the size of the child.)

FIGURE 9



b. Complete folding procedure as with a square diaper

B. Place waterproof pad under infant

C. Remove soiled or wet diaper and place in covered pail

(NOTE: Soiled diapers should be rinsed in the toilet and then soaked in the water.)

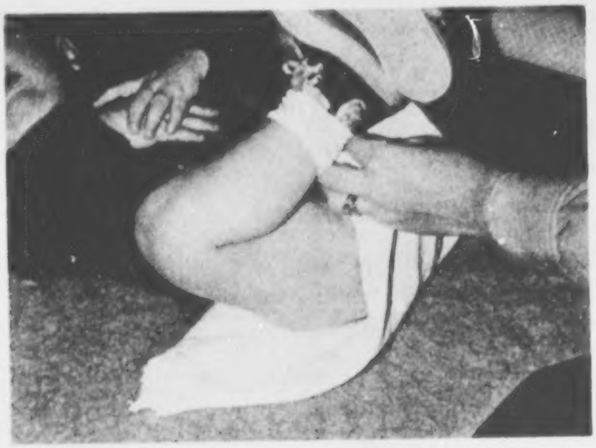
(CAUTION: Be sure to place pins OUT OF INFANT'S REACH!)

JOB SHEET #2

D. Cleanse diaper area with warm washcloth

E. Open diaper and place wide area under infant's hips (Figure 10)

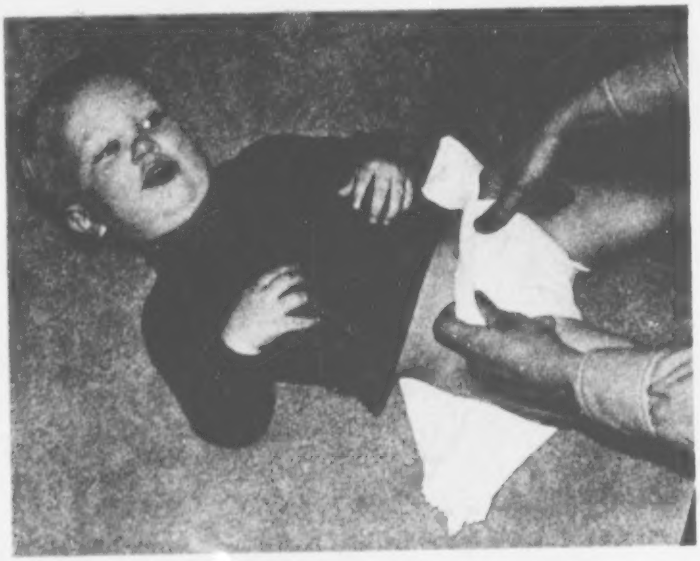
FIGURE 10



F. Bring the front of the diaper up between the legs, shaping the diaper around the legs as you bring it up (Figure 11)

(NOTE: This will give a tighter fit around the legs and will prevent leakage.)

FIGURE 11



JOB SHEET #2

G. Pin two corners of diaper over front, placing fingers between diaper and infant's skin so as not to stick infant (Figures 12 and 13)

(CAUTION: Be sure pins are fastened securely!)

FIGURE 12

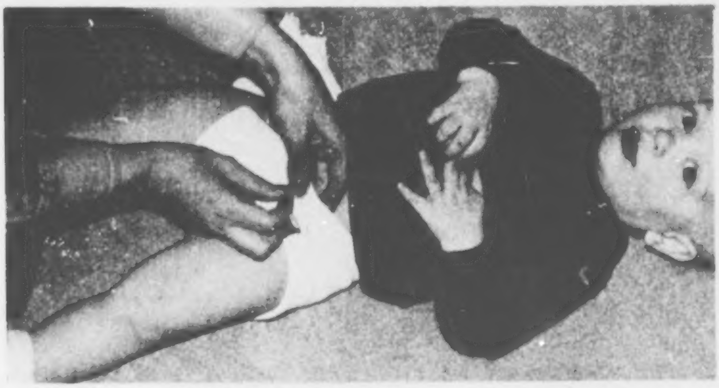
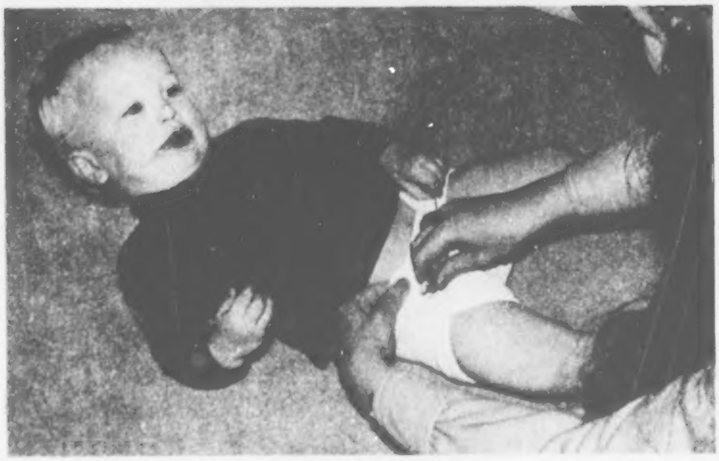


FIGURE 13



H. Put on clean plastic pants

INFANT CARE
UNIT III

TEST

NAME ____ ______________________ SCORE ______________

1. Select from the list below factors to consider when feeding an infant. Place an "X" in the appropriate blanks.

_____a. Avoid propping bottles during feeding

_____b. Encourage children to feed themselves as soon as possible

_____c. Expect children to like all new foods introduced

_____d. Avoid forcing food

_____e. Select appropriate form of food

_____f. Discourage playing with or in food; however, expect a mess

_____g. Be positive

2. Discuss the importance of careful holding and lifting of an infant.

____

____

____

____

____

____

____

____

3. Select from the list below factors to consider in selection of infant's clothing. Place an "X" in the appropriate blanks.

_____a. Constructed to give maximum freedom for arms and legs

_____b. Tightly secured fasteners

_____c. Easy to launder

_____d. Made of heavy fabrics

_____e. Sturdy and comfortable

_____f. Simple

4. Select from the list below factors which positively influence development of an infant's sleep habits. Place an "X" in the appropriate blanks.

______a. Regular sleeptimes

______b. Uniform temperature

______c. Sleeping in various beds

______d. Limited or poor ventilation

______e. Use of bed/crib for sleeping only, not as a playpen

______f. Specific associations, such as a soft toy or blanket

5. Select from the list below factors to consider when bathing an infant. Place an "X" in the appropriate blanks.

______a. Set aside a different bath time each day

______b. Remain with child CONSTANTLY while in the tub

______c. Select a sturdy working surface

______d. Provide a warm place with no drafts

______e. Discourage climbing or standing while bathing

6. Select from the list below developmental tasks associated with infancy. Place an "X" in the appropriate blanks.

______a. Learn to communicate

______b. Learn to walk and use small muscles

______c. Learn approved habits of elimination

______d. Learn to eat solid food

7. Name three needs of every infant.

a. ______________________________

b. ______________________________

c. ______________________________

8. Select from the list below parental adjustments to the birth of a child. Place an "X" in the appropriate blanks.

    ______a. Changes in relationships

    ______b. Financial strain

    ______c. Increase in social life

    ______d. Physical demands

    ______e. Decrease in adult companionship

9. State positive changes associated with parenthood.

    ____

    ____

10. Compare different types of infant clothing.

11. Compare costs of diapers.

12. Interview new parents.

13. Demonstrate the ability to:

    a. Bathe an infant.

    b. Diaper an infant.

    (NOTE: If activities 10-13 have not been accomplished prior to test, ask your instructor when they should be completed.)

INFANT CARE
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (14 points)

   a, b, d, e, f, g

2. (4 points)

   Discussion should include:

   a. Infants learn to know adults and the world by the way they are held and handled

   b. Gentle handling teaches children that the world is a good place to be and that they are loved

   c. Infant's spine and head need support; AVOID LIFTING INFANT BY ARMS

   d. Infants need the close contact of being held

3. (12 points)

   a, b, c, e, f

4. (12 points)

   a, b, e, f

5. (10 points)

   b, c, d, e

6. (8 points)

   a, b, c, d

7. (3 points)

   a. Physical

   b. Security

   c. Belongingness and love

8. (10 points)

   a, b, d, e

9. (2 points)

   Loving and nurturing a youngster can be one of the most fulfilling experiences in life

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (15 points)

13. Performance skills evaluated to the satisfaction of the instructor

    a. (20 points)

    b. (20 points)

PARENT-CHILD RELATIONSHIPS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to maintain an atmosphere that is conducive to a positive parent-child relationship and one that is safe and healthy for the child. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with parent-child relationships to the correct definitions.
2. Name basic needs of children.
3. Distinguish between developmental tasks of early and middle childhood.
4. Select from a list appropriate hints for working with children.
5. Distinguish between kinds of training patterns.
6. Name negative stages in child development.
7. Distinguish between discipline and punishment.
8. Name ways children learn.
9. Discuss ways that behavior is modeled.
10. Discuss communicating with children.
11. Match various stages of development to play needs during these stages.
12. Name ways to maintain child's health.
13. Name necessary types of immunization.
14. Evaluate play equipment.
15. Direct children's activities.
16. Evaluate child care facilities.

17. Complete checklist for childproofing.

18. Evaluate self as model for children.

19. Demonstrate the ability to prepare play materials.

PARENT-CHILD RELATIONSHIPS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, assignment, and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Demonstrate procedures outlined in job sheet.

   (NOTE: Collect materials necessary!)

   F. Invite resource person (public health nurse, child care specialist) to discuss importance of play in the development of a child, maintaining child's health, and type of immunizations.

   G. Arrange for a field trip to a child care facility.

   H. Set up a panel discussion on the following topic: "A mother's place is in the home with her children."

   I. Make a display of toys including safe and unsafe toys, handmade toys, and improvised toys.

   (NOTE: Have students bring in toys for display!)

   J. Set up a situation for students to work with children; reinforce objectives in unit. How is the material interrelated and intertwined?

   K. Make toys for home project.

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Evaluate Play Equipment

      2. Assignment Sheet #2--Direct Children's Activities

3. Assignment Sheet #3--Evaluate Child Care Facilities

4. Assignment Sheet #4--Complete Checklist for Childproofing

5. Assignment Sheet #5--Evaluate Self as Model for Children

D. Job Sheet #1--Prepare Play Materials

E. Test

F. Answers to test

III. Unit references:

A. Bernard, Harold W. *Human Development in Western Culture*. 4th ed. Boston: Allyn and Bacon, Inc., 1975.

B. *Practice What You Teach*. Austin: Southwest Educational Development Corporation, 1976.

C. *Infant Care*. Washington D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1973.

D. *Your Child's Safety*. Metropolitan Life Insurance Company, 1970.

E. Benson, Ann. *Child Development: In-Depth Curriculum*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1974.

F. Landis, Paul H. *Your Marriage and Family Living*. 4th ed. Dallas: McGraw-Hill Book Company, 1977.

G. Stinnett, Nick, and Walters, James. *Relationships in Marriage and Family*. New York: Macmillan Publishing Co., Inc., 1977.

IV. Additional references:

A. Axline, Virginia M. *Dibs: In Search of Self*. Boston: Houghton Mifflin Co., 1964.

B. "250,000 Ways to Destroy Your Child's Life Without Leaving Home." Film available from State Department of Health, NE 10th and Stonewall, Oklahoma City, OK 73152.

C. "Dennis the Menace Takes a Poke at Poison." Comic book available from County Extension Office.

D. "Child's Worlds of Hazards." Pamphlet available from County Extension Office.

E. "Home Safe Home." Pamphlet available from Soap and Detergent Association, 475 Park Avenue South, New York, NY 10016.

PARENT-CHILD RELATIONSHIPS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

- A. Developmental tasks--Specific skills, attitudes, and knowledge that arise at a particular stage of life; things individual must accomplish to meet the demands of society
- B. Conscience--Inner knowledge of right and wrong
- C. Imitation--Method of learning which results when child sees something done and then repeats it
- D. Incidental learning--Method of learning which results when child draws conclusions after observing a situation

  (NOTE: These conclusions are not always the ones intended!)
- E. Models--People who children watch and imitate
- F. Active listening--Listening for facts *and* for feelings
- G. Conflicting messages--Ideas that are expressed verbally one way and nonverbally in another way at the same time
- H. Put-down messages--Ideas that decrease self-esteem, make people feel poorly about themselves, and emphasize what they cannot do
- I. Immunization--Medication designed to prevent a disease
- J. Childproofing--Process of making a living space safe and healthy for a child
- K. Self concept--How an individual feels about the way he/she thinks, looks, and acts

II. Basic needs of children

- A. Love

  (NOTE: Children who are genuinely loved for themselves without any conditions develop strong, positive self-concepts and have little need to try to obtain love and attention from others in ways that are unacceptable to society.)
- B. Security

  (NOTE: Children must feel safe and protected; they must feel that their parents consistently love, support, and care for them. Also, they need to see the world as reliable, safe, and nonthreatening.)

INFORMATION SHEET

C. Acceptance

(NOTE: Children who do not feel acceptance are likely to feel rejected and undesirable and frequently develop a negative self-concept and a fear of forming relationships.)

D. Trust

(NOTE: When physical and emotional needs are satisfied, children learn a sense of trust, i.e., they feel that the world is good and reliable.)

E. Self-esteem

(NOTE: Fulfillment of the need for self-esteem contributes to feelings of worth, usefulness, competence, and self-confidence.)

F. Limits

(NOTE: Children require guidance because they lack the insight and experience to be completely self-directive. Children must learn to respect the rights and feelings of others in order to experience the most positive and rewarding relationships during childhood and, later, in adulthood.)

G. Freedom

(NOTE: Children need freedom within reasonable limits to explore, to be independent, to make decisions, and to learn.)

III. Developmental tasks

A. Early childhood

1. Achieve independence in self-care

(NOTE: Achieving independence in self-care is assisted best by acceptance and affection. Thus, instead of repeatedly showing the child how to manipulate buttons, it is more realistic to praise the spontaneous efforts to put on own coat or boots! Taking time to let the child try, helping after the try, and accepting the fact of different developmental rates are ways of showing acceptance!)

Examples: Elimination habits, feeding and dressing oneself, keeping clean

2. Learn sex differences and modesty

(NOTE: There are many subtle and persistent influences regardless of social class that differ between boys and girls and teach them their sex roles. Examples are manner of dress, play activities encouraged by adults, manner of speech, degree of agressiveness that is reinforced, and type of parental discipline.)

INFORMATION SHEET

3. Form concepts of reality

   (NOTE: In these years a child begins to learn that he/she is capable of being nice-naughty and good-bad!)

4. Learn right from wrong

   (NOTE: It is essential that a child's actions be criticized rather than the child.)

B. Middle childhood

1. Acquire varied skills for playing games

   (NOTE: Developing physical skills needed in ordinary games involves much more than mere physical maturation; it is a matter tied to social adjustment. One who is confident in the presence of others will try and keep trying, while the one who has little self-esteem tends to avoid any participation in which others will laugh or sneer!)

2. Learn to get along with peers

   (NOTE: Help can be given in this developmental task by offering opportunities for social contacts. The framework for such contact includes school, Brownies, Cub Scouts, playground, and play centers.)

3. Build a wholesome self-concept

   (NOTE: Building and maintaining a wholesome self-concept is a most important developmental task at any and all stages of life. It gains importance in middle childhood as individuals make more contact with persons outside the home than they did in infancy and early childhood.)

4. Develop a conscience

   (NOTE: The significant difference between the concept of right and wrong in early childhood and the later development of a true conscience is that during early childhood, morality is a matter of outside control; during middle childhood, however, the inner control of a conscience is developed.)

5. Develop skills of communication

   Examples: Reading, writing, computing, listening

INFORMATION SHEET

IV. Appropriate hints for working with children (Assignment Sheets #2 and #3)

A. Give children a choice only when you intend to accept their decision

B. Redirect a child's interest or activity

C. State suggestions or directions in a positive way

Example: "Don't throw the ball" vs. "You can roll the ball on the floor."

D. Disregard some of children's no's and assume that they will conform

E. Give only one direction at a time; keep wording simple

F. Remember that children tend to dawdle and be slow

G. Maintain necessary limits

(NOTE: Let the child choose, even make mistakes, within the limits of physical safety and moral behavior.)

H. If one method does not work, wait awhile and try another

I. Always ask yourself why children behave in a particular way

(NOTE: Try to analyze the goals the child wishes to fulfill. Why is she or he striving for attention? Why is she or he seeking to hurt?)

J. Try to look at the situation through the child's eyes

(NOTE: Physically get down on child's level--bend to knees, put pictures at child's eye level.)

K. Overlook many mistakes

(NOTE: Children have a right to make more mistakes than do adults.)

L. Encourage the child; show faith

M. Respect the child as a separate human being

N. Be a patient teacher

(NOTE: Many lessons require frequent repetition.)

O. Let children do things for themselves rather than being constantly dependent on adults

INFORMATION SHEET

V. Training patterns

(NOTE: Patterns of child care determine adult's emotions, attitudes, self-control, and aspirations. In our culture, the guidance of parents is quickly supplemented by the pressures of the peer group and of the larger society outside the family.)

A. Authoritarian

1. Stresses goal obedience
2. Begins with leaving baby alone when it cries to avoid "spoiling it"
3. Uses forced toilet training

   (NOTE: Disgust at toilet functions is orally or nonverbally implied.)

4. Gives arbitrary commands
5. Ignores questions

   Example: Don't ask silly questions!

6. Bosses more as child grows older
7. Is suspicious of teens and openly clashes with them

B. Permissive

1. Is characterized by a "hands-off" policy
2. Sets few, if any, limits or boundaries for the child

C. Democratic

1. Stresses goal independence
2. Considers crying a signal of distress
3. Accepts toilet functions and training as natural
4. Stresses cooperative sharing and guidance
5. Answers questions honestly
6. Gives increased trust, freedom, and responsibility to teens

INFORMATION SHEET

VI. Negative stages in child development

- A. Two years of age
- B. Five years of age
- C. Prepuberty, 11-15 years of age

(NOTE: Negativeness is not an indication that the child is going to be defiant and grow up to be an unruly member of society. It is a sign of personality growth. The child is finding that he or she is an independent and separate person.)

VII. Discipline and punishment

(NOTE: Discipline is a necessary part of the parent's role. Society demands that children learn and accept social requirements.)

A. Discipline

1. Focuses on child learning to control own behavior and develop self-discipline
2. Helps child to accept responsibilities for consequences of own behavior
3. Helps child to become sensitive to and respect the needs and feelings of others
4. Is a combination of support, encouragement, and limits

B. Punishment--Focuses on outward control of a child's behavior

(NOTE: Physical punishment tends to arouse resentment and desire to rebel.)

Examples: Spanking, grounding, sitting in a corner, going to bed without dinner

VIII. Ways children learn (Assignment Sheet #2)

(NOTE: Modeling and incidental learning occur in home environment and with peers.)

A. Modeling

Example: Mr. Howard usually greets good friends with, "Hey man, what's happening?" His daughter Lynn also greets friends this way.

INFORMATION SHEET

B. Incidental learning

Examples: Mrs. Jones reacts to her son David's mistakes by calmly discussing with him why they happened and what can be done to prevent them from happening again. David has learned that sometimes there are ways to prevent accidents from happening. He may also have learned to react to situations with patience and tolerance. He can apply what he has seen his mother do, not only in similar situations, but also in new ones.

Mr. Smith usually reacts to accidents by shouting at his son Timothy, telling him how clumsy he is, and warning him that it better not happen again. From this, Timothy has learned that you get yelled at if you make mistakes, that the way to cope with accidents is to yell, and that he should avoid his father. Mr. Smith probably did not intend for Timothy to learn these things, but he did.

IX. Ways that behavior is modeled (Assignment Sheets #2 and #5)

(NOTE: Parents cannot choose the times they wish to model; they are always modeling. They will not always model the best behavior. However, they can learn to watch their behavior closely and to model consciously and systematically when opportunities arise.)

A. Tasks--Young children do not always understand how or why parents want certain tasks to be done; parents need to explain what is expected and demonstrate how to do it

Examples: Explain what is to be done; go through the process step by step and perform each action slowly and with exaggerated motion to help the child follow along; let the child repeat the task while parent gives corrective guidance if necessary; praise the child for efforts and/or successes, however small

B. Curiosity and interest in learning--Parents need to set up learning situations and set limits on children's behavior without harming their curiosity

Examples: Answer children's questions; read to children; show an interest in books, magazines, and newspapers by reading them; show enthusiasm when something new is learned; watch various television shows with the children and talk about the shows; take trips to libraries, museums, parks, and other special places; take children to special events

INFORMATION SHEET

C. Respect for others--It takes young children a while to learn to respect others; at first they behave toward others according to their own desires and fears; later, they use a set of rules or values to control themselves

Examples: Treat all persons, children and adults, politely and pleasantly; emphasize the positive traits of others; accept individual differences; show concern for the feelings of others; encourage working and playing together as a family; help others to express their feelings; show confidence in others by giving and sharing responsibilities

D. Emotional control--Children learn emotional control by observing how their parents and others expect them to act

Examples: Control own emotions; show that even very strong emotions can be controlled; express anger and other strong emotions in acceptable ways; explain and discuss feelings and the reasons for them

E. Problem solving--Children should learn to look at problems as things to be controlled or changed, not just accepted

Examples: Approach problems as things to be dealt with positively; think out loud when trying to solve problems so that children can see and hear the thought processes involved; discuss alternative solutions with children; play problem-solving games with children, e.g., checkers, card games, Password, Twenty Questions, Monopoly

X. Communicating with children (Assignment Sheet #2)

A. Gain child's attention by calling child's name

B. Treat the child as a person

(NOTE: Check for nonverbal put-downs, loudness, crispness, and responsive, genuine reactions!)

C. Be an active listener

D. Avoid sending conflicting messages

Examples: A father may tell his son, "I don't want you to play football. It's too rough," yet he talks constantly to his son about the football exploits of his old friends.

Working parents say that responsibilities should be shared, but mother has all the laundry, cooking, and house cleaning responsibilities.

INFORMATION SHEET

E. Minimize put-down messages

Examples: Ridicule, sarcasm, criticism, denial of attention and interest

(NOTE: These messages have the effect of decreasing children's self-esteem, depreciating them as persons, and emphasizing their inadequacies. It is difficult to completely avoid sending put-down messages. Check for patterns or habits!)

XI. Play needs during various stages of development (Assignment Sheet #1, Job Sheet #1)

A. Birth to three months

1. Things to watch, hear, and feel

Examples: Bright colorful hanging toys, rattles, bells, cradle gym, mobile, music boxes

2. Verbal games and play

B. Four to six months--Things to grasp, manipulate, shake, suck, and chew

(NOTE: Toys should be small enough to be grasped easily but large enough not to be swallowed.)

Examples: Rattles, plastic and rubber "chew" toys, large wooden and plastic beads, clothespins, measuring spoons, empty spools, soft stuffed toys, playpen bars, assorted rings

C. Seven to nine months

1. Items to pound, bang, throw, and shake

Examples: Large bright balls, toys on wheels, blocks, rattlers, metal cups, lids, bean bags

2. Items for pulling self up

D. Ten to twelve months

1. Items to creep after

2. Manipulative toys

Examples: Nesting blocks, color cones, measuring cups, boxes of different sizes and shapes, blocks, big boxes, bath and sand box toys, soft cuddly toys, toys on wheels

INFORMATION SHEET

E. One to two years

   1. Investigative and manipulative toys

   2. Equipment for development of large body muscles

      Examples: Animals on wheels, kiddie car, rocking chair, peg boards, sand box, picture books

F. Three to four years

   1. Playmates

   2. Guidance in conscience formation and in accepting one's sex

   3. Equipment for improving motor skills and imagination

      Examples: Gym equipment, large uncomplicated puzzles, tricycle, clay, crayons, chalkboard, miniature household items

G. Five to six years

   1. Plenty of time for free play

   2. Guidance in understanding what behavior is acceptable and in learning behavior of others

   3. Continued improvement of manipulative and motor skills

      Examples: Books and records, dress-up and role-play, collections, playground equipment, wheeled toys

XII. Ways to maintain child's health

   A. Use a doctor as needed

   B. Maintain a child's immunizations

   C. Childproof home (Assignment Sheet #4)

XIII. Types of immunizations

   A. DPT (diphtheria/pertussis/tetanus)

   B. Polio

   C. MMR (measles/mumps/rubella)

PARENT-CHILD RELATIONSHIPS
UNIT IV

ASSIGNMENT SHEET #1--EVALUATE PLAY EQUIPMENT

PART A

Activities for children will often require some materials for learning, usually equipment and games. Select an article of play equipment to evaluate using the guidelines below.

	YES	NO
Does the play equipment meet the needs of the children in helping them grow and learn?	☐	☐
Does the toy suit the child's capabilities for the level of development?	☐	☐
Are the toys useful as tools for learning and as aids for developing muscles and bodies?	☐	☐
Does the toy help a child use imagination as well as develop muscle coordination?	☐	☐
Is the toy durable and constructed so it will last a long time?	☐	☐
Is the toy easy to clean?	☐	☐
Are language and word-building aided by this play equipment?	☐	☐
Can the child express feelings and thoughts with this play equipment?	☐	☐
Does the toy do what it is supposed to do?	☐	☐

(NOTE: A child should be given only enough toys to fulfill the play needs--not too many. Remember, some toys can be made or supplied at home!)

ASSIGNMENT SHEET #1

PART B

Select five toys found in a department store or in a child's play area. Examine the toys and determine if they are designed to meet the play needs of children.

TOYS (name or describe)	PLAY NEEDS/DEVELOPMENTAL STAGE	COST (if available)
1.		
2.		
3.		
4.		
5.		

ASSIGNMENT SHEET #1

PART C

The safety of play materials and activities is a major factor in selection. Although unsafe toys have been banned by law, one cannot be too careful when it comes to choosing playthings or in supervising the use of playthings.

There are a number of things to consider when checking a toy for safety. Evaluate a toy (purchased or handmade) using the following points.

	YES	NO
Are there sharp edges and points?	_____	_____
Are there splinters?	_____	_____
Is it possible to remove tiny parts?	_____	_____

(NOTE: Check to make sure that eyes, bells, buttons, ribbons, and other parts are fastened onto toys. If babies and toddlers can pull off tiny parts, they will probably swallow these items.)

	YES	NO
Is the paint nontoxic and lead-free?	_____	_____

(NOTE: Don't give painted toys to babies or toddlers unless the label clearly states that the paints are nontoxic and lead-free.)

	YES	NO
Is the toy highly flammable?	_____	_____
Is the toy washable?	_____	_____
Does the toy have liquid?	_____	_____
Is the toy easily broken?	_____	_____

PARENT-CHILD RELATIONSHIPS
UNIT IV

ASSIGNMENT SHEET #2--DIRECT CHILDREN'S ACTIVITIES

A child's play is the way she/he learns about the world. Children's activities promote growth and development.

Remember that a child learns through your communication, modeling, and imitation. A little praise goes a long way in directing any activity with children and needs to be something more than the same few phrases repeated over and over. Children need more than the traditional "good," "very good," and "fine."

Examples: "That's really nice;" "Thank you very much;" "That's great;" "Good job;" "Good for you;" "Super;" "You make it look so easy"

Direct one of the activities described below:

SPONGE AND POTATO PAINTING
(Suggested for child 4 1/2 years or older)

Materials needed:

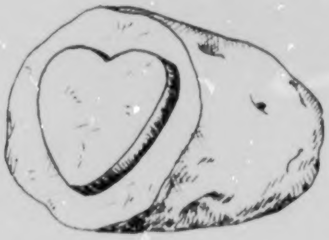
Finger paint (Job Sheet #1), sponge, clothespins, potato, scissors, paper

How to sponge paint:

1. Cut various shapes from sponge
2. Fasten sponge on end of clothespin
3. Dip sponge into paint
4. Make design on paper

How to potato stamp:

1. Carve design or figure into potato



ASSIGNMENT SHEET #2

2. Dip potato in paint
3. Press design on paper

(NOTE: Write or print child's name on the picture.)

SPOT PAINTING
(Suggested for child 3 or 4 years old)

Materials needed:

Fingerpaint (Job Sheet #1), 30.5 cm x 45.7 cm (12" x 18") manila paper

How to spot paint:

1. Fold sheets of manila paper in half lengthwise
2. Fold sheets of paper in half crosswise
3. Put small amount of paint in the center

   (NOTE: Several colors may be used.)
4. Have child press SLIGHTLY on the folded paper
5. Open paper
6. Show child what he/she has made
7. Allow to dry

CREATIVE NAME

Materials needed:

Paper and crayons

How to make a creative name:

1. Write child's name on paper, pressing hard with crayon so name will be dark
2. Fold paper in half
3. Press

   (NOTE: Using an iron may help complete the creative name.)

ASSIGNMENT SHEET #2

USING SCISSORS

(NOTE: Using scissors is a difficult task for children. In the beginning, any attempt should be regarded as a success.)

Materials needed:

Play dough, scissors, paper straws, paper

How to use scissors:

1. Give children play dough to play with until they have good control of hands
2. Have children make a sausage with play dough; let them cut play dough sausage into many pieces
3. Give the children drinking straws or thin strips of paper

   (NOTE: They can practice cutting the straws or paper strips with one snip.)
4. Give the children strips of paper 4-5 inches wide

   (NOTE: They can practice cutting into paper around edges.)
5. Provide paper to cut any way children wish

   (NOTE: Practice is needed to achieve success in manipulating scissors for more than one snip at a time.)
6. Give children circles or oval patterns about 4-5 inches in diameter

   (NOTE: The width of the line should be about 1/4". The paper should be about 5-7 inches because children can manage this size.)
7. Give children additional patterns: squares, diamonds, apples, leaves
8. Allow children to cut pictures from magazines

PARENT-CHILD RELATIONSHIPS
UNIT IV

ASSIGNMENT SHEET #3--EVALUATE CHILD CARE FACILITIES

Poor child care causes a great deal of trouble and worry for parents and can be dangerous to children. Alternatives for child care include: someone caring for child in child's own home, someone caring for child in his/her home, and child care in a center designed and staffed especially for the care of children. Use the checksheet below to evaluate a child care facility.

☐ Does the person caring for the children really care about your child as an individual?

☐ Is there at least one person to care for each 4 to 5 children?

☐ Does the care-giver treat each child like own, talking while bathing or changing infant, holding infant while feeding, "teaching" and paying attention to temperament and development?

☐ Is the home or center safe and healthy with room for children's play and care, fresh air, reasonable cleanliness, and free of safety and accident hazards?

☐ Are your suggestions for the care of your child welcome and considered?

☐ Do the care-givers and children seem to be happy, alert, and enjoying themselves?

☐ Are you welcome to visit at any time with or without telling in advance that you are coming?

☐ Has the care-giver had a medical examination to prove there is no disease that your child could catch, and is the care-giver healthy enough to care for children?

☐ Is there a telephone which the care-giver can use to reach you or to call for help in an emergency?

☐ Are nutritious meals and snacks provided?

☐ Does center offer a variety of activities?

Examples: Creative and manipulative activities; art; table games/crafts; dramatic and imaginative play; music and creative movements; books and stories; science activities

1. What are the rates per week or per hour for this type of child care?

____

____

ASSIGNMENT SHEET #3

2. Would you choose this child care alternative for your children? Why/why not?

____

____

____

____

PARENT-CHILD RELATIONSHIPS
UNIT IV

ASSIGNMENT SHEET #4--COMPLETE CHECKLIST FOR CHILDPROOFING

There are several ways to maintain a child's health. "Childproofing" the environment is one of the most important. It is much easier to simply remove dangerous temptations than to be constantly saying "No" to the child. Think about this: If an elderly person came to live with you, wouldn't you try to make his/her environment as pleasant and safe as possible? This same consideration should be given to children. Examine a child's environment or interview someone with small children. Then complete the checklist below. After completing the checklist what improvements, if any, could this person(s) make?

Do you . . .	Yes	No
keep potential poisons and flammable substances locked away from young children?	☐	☐
Examples: Aspirin, tranquilizers, sleeping pills, iron pills, and all other medicines; furniture polish; drain cleaners and lye; insect and rat poisons; weed killers; kerosene		
avoid storage of poisonous substances in food containers?	☐	☐
have gates at stairways to keep baby or toddler from falling?	☐	☐
light stair wells? Fit stairs with treads and hand rails?	☐	☐
anchor scatter rugs so they won't slip?	☐	☐
screen or bar high windows to keep children from falling?	☐	☐
lock or latch doors that lead to danger for a toddler?	☐	☐
cover or insulate hot radiators and pipes?	☐	☐
put outlet covers into unused electric outlets?	☐	☐
keep electrical devices away from sink and bathtub?	☐	☐
keep electrical cords in good condition?	☐	☐
avoid overloading electrical circuits?	☐	☐

ASSIGNMENT SHEET #4

Do you . . .	YES	NO
dispose of combustible litter in attic and basement?	☐	☐
use flame-retardant fabrics for home furnishings?	☐	☐
lock up firearms?	☐	☐
use seat belts in your car?	☐	☐
purchase medicine with safety caps?	☐	☐
read the label before giving or taking medicine?	☐	☐
put away medicine after use?	☐	☐
place baby's high chair or playpen well away from stove and kitchen work counters?	☐	☐
turn pot and pan handles toward back of stove?	☐	☐
keep matches and lighters away from small children?	☐	☐
keep electrical cords out of reach of babies and toddlers?	☐	☐
consider flammability when purchasing clothing and toys?	☐	☐
make sure baby's toys are too big to swallow?	☐	☐
keep tiny things - pins, buttons, tacks - away from babies and toddlers?	☐	☐
store knives and scissors well out of reach of young children?	☐	☐
stay with your preschool child when in the bathtub or wading pool?	☐	☐
try to slow down and take extra care when you are upset or not feeling well?	☐	☐

ASSIGNMENT SHEET #4

Do you . . .	YES	NO
keep key telephone numbers near the phone?	☐	☐
Examples: Physician, hospital, Poison Control Center, police and fire department, drug store, ambulance, taxi		
keep first aid supplies on hand for minor mishaps?	☐	☐
Examples: Sterile gauze squares, roll of gauze bandages, adhesive bandages (various sizes), scissors, adhesive tape, antiseptic for cuts/scratches, calamine lotion for insect bites, thermometer		

(NOTE: As you may have guessed, all the answers should be YES. A NO answer means it's time to change!)

IMPROVEMENTS OR COMMENTS:

1. ____
____

2. ____
____

3. ____
____

4. ____
____

PARENT-CHILD RELATIONSHIPS
UNIT IV

ASSIGNMENT SHEET #5--EVALUATE SELF AS MODEL FOR CHILDREN

What kind of model are you?

Check the behaviors below that you *usually* model and then decide.

Make a check mark if you usually . . .

- ☐ ask rather than tell.
- ☐ say "please" and "thank you."
- ☐ show how before expecting a child to do a task.
- ☐ praise or compliment, even for small successes.
- ☐ answer questions without complaining.
- ☐ participate in family discussions.
- ☐ read newspapers and magazines.
- ☐ talk about current events in front of the children.
- ☐ say "I was wrong" when you were.
- ☐ talk to children as courteously as you talk to adults.
- ☐ accept people who look and act differently.
- ☐ talk about others in positive ways.
- ☐ react to frustrating situations in positive ways.
- ☐ accept problems as challenges.

Remember! No one is perfect. It's what you do *most* of the time that counts.

ASSIGNMENT SHEET #5

PRACTICE WHAT YOU TEACH

How did you measure up?

How could you improve behaviors that would be negative models for children? Pick two that you wish to improve and write down how you can change.

1. ____________________

____

____

____

2. ____________________

____

____

____

PARENT-CHILD RELATIONSHIPS
UNIT IV

JOB SHEET #1--PREPARE PLAY MATERIALS

(NOTE: Paints, play dough, and paste are versatile play materials that can be used by a child to build or create anything he/she can imagine, even though it is unimportant if whatever is built actually resembles the real life object. Play dough, paint, and paste can be used to stretch a child's attention span, develop the imagination, and foster creativity.)

I. Fingerpaint (suggested for child 4 years and older)

   A. Equipment and supplies

      1. Measuring cups
      2. Saucepan
      3. Spoon
      4. Small jars with lids (baby food jars)

   B. Procedure one

      1. Gather ingredients
         a. Flour or cornstarch, 125 mL (1/2 cup)
         b. Cold water, 125 mL (1/2 cup)
         c. Hot water, 125 mL (1/2 cup)
         d. Art color powder or bits of crayons
      2. Measure 125 mL (1/2 cup) flour or cornstarch into saucepan
      3. Mix with cold water and then hot water until it bubbles
      4. Stir constantly to prevent lumps
      5. Add color powder when it boils
      6. Allow to cool

   C. Procedure two

      1. Gather ingredients
         a. Starch, 125 mL (1/2 cup)
         b. Soap flakes, 375 mL (1 1/2 cups)

JOB SHEET #1

   c. Glycerine, 15 mL (1 tablespoon)

   d. Art color powder or food coloring

2. Mix starch with enough cold water to make a smooth paste

3. Add boiling water and cook until glossy

4. Stir in soap flakes while mixture is warm

5. Add 15 mL (1 tablespoon) glycerine when cooked to preserve mixture

6. Pour mixture into jars and stir in desired colors; add enough coloring to make a strong color

(NOTE: Fingerpaint can be made to vary in texture. Add 250 mL [1 cup] of salt to fingerpaint. Children enjoy the different touch. Adding 250 mL [1 cup] of sawdust will make a soft putty that can be shaped, dried, and painted or shellacked.)

II. Play dough (suggested for child 3 years or older)

A. Equipment

1. Measuring cups

2. Large bowl

3. Spoon

B. Procedure one

1. Gather ingredients

   a. Water, 375 mL (1 1/2 cups)

   b. Salt, 125 mL (1/2 cup)

   c. Alum, 30 mL (2 tablespoons)

   d. Cooking oil, 15 mL (1 tablespoon)

   e. Flour, 500 mL (2 cups)

2. Mix water and salt

3. Bring water and salt mixture to a boil

4. Add food coloring

5. Pour into large bowl

JOB SHEET #1

6. Add alum, cooking oil, and flour
7. Mix well by hand

C. Procedure two

1. Gather ingredients
   a. Flour, 250 mL (1 cup)
   b. Salt, 125 mL (1/2 cup)
   c. Cold water
   d. Food coloring
2. Add salt to flour
3. Mix well
4. Add cold water to make pie dough consistency
5. Add food coloring

III. Paste

A. Equipment

1. Measuring cups
2. Saucepan
3. Jar and lid

B. Procedure

1. Gather ingredients
   a. Boiling water, 250 mL (1 cup)
   b. Flour, 62.5 mL (1/4 cup)
   c. Cold water, 62.5 mL (1/4 cup)
2. Mix 62.5 mL (1/4 cup) flour and 62.5 mL (1/4 cup) cold water
3. Add flour and water mixture to boiling water

JOB SHEET #1

4. Stir constantly
5. Cook until mixture becomes clear
6. Allow mixture to cool
7. Store paste in clean jar with lid
8. Keep leftover paste in refrigerator

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PARENT-CHILD RELATIONSHIPS
UNIT IV

TEST

NAME________________________________ SCORE______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. People who children watch and imitate

_____b. Process of making a living space safe and healthy for a child

_____c. Inner knowledge of right and wrong

_____d. Ideas that are expressed verbally one way and nonverbally in another way at the same time

_____e. Medication designed to prevent a disease

_____f. Specific skills, attitudes, and knowledge that arise at a particular stage of life; things individual must accomplish to meet the demands of society

_____g. Ideas that decrease self-esteem, make people feel poorly about themselves, and emphasize what they cannot do

_____h. Method of learning which results when child draws conclusions after observing a sitution

_____i. Method of learning which results when child sees something done and then repeats it

_____j. Listening for facts *and* for feelings

_____k. How an individual feels about the way he/she thinks, looks, and acts

1. Developmental tasks
2. Conscience
3. Imitation
4. Incidental learning
5. Self-concept
6. Models
7. Active listening
8. Conflicting messages
9. Put-down messages
10. Immunization
11. Childproofing

2. Name five basic needs of children.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Distinguish between developmental tasks of early and middle childhood by placing an "E" for early and an "M" for middle in the appropriate blanks.

_____a. Learn sex differences and modesty

_____b. Develop skills of communication

_____c. Develop a conscience

_____d. Achieve independence in self-care

_____e. Build a wholesome self-concept

_____f. Learn right from wrong

_____g. Acquire varied skills for playing games

_____h. Form concepts of reality

4. Select from the list below appropriate hints for working with children. Place an "X" in the appropriate blanks.

_____a. Give only one direction at a time; keep wording simple

_____b. State suggestions or directions in a positive way

_____c. Give children a choice whether or not you intend to accept their decision

_____d. Try to look at the situation through the child's eyes

_____e. Respect the child as a separate human being

_____f. Immediately try another method if one method does not work

_____g. Let children do things for themselves rather than being constantly dependent on adults

_____h. Overlook many mistakes

_____i. Always ask yourself why children behave in a particular way

_____j. Be aware that it is unrealistic to be a patient teacher

5. Distinguish between kinds of training patterns listed below by placing the correct letter in the blanks provided. Use an "A" for authoritarian, a "P" for permissive, and a "D" for democratic.

_____a. Ignores questions

_____b. Is characterized by a "hands-off" policy

_____c. Uses forced toilet training

_____d. Stresses cooperative sharing and guidance

_____e. Considers crying a signal of distress

_____f. Begins with leaving baby alone when it cries to avoid "spoiling it"

_____g. Answers questions honestly

_____h. Sets few, if any, limits or boundaries for the child

_____i. Gives arbitrary commands

_____j. Stresses goal independence

_____k. Gives increased trust, freedom, and responsibility to teens

_____l. Bosses more as child grows older

6. Name negative stages in child development.

a. ____

b. ____

c. ____

7. Distinguish between discipline and punishment by placing a "D" or "P" in the appropriate blanks.

_____a. Helps child to accept responsibilities for consequences of own behavior

_____b. Focuses on child learning to control own behavior and develop self-discipline

_____c. Focuses on outward control of a child's behavior

_____d. Helps child to become sensitive to and respect the needs and feelings of others

_____e. Is a combination of support, encouragement, and limits

8. Name ways children learn.

   a. ______________________________

   b. ______________________________

9. Discuss ways that behavior is modeled.

10. Discuss communicating with children.

11. Match various stages of development on the right to play needs during these stages. Place the correct numbers in the appropriate blanks. Some answers will be used more than once.

_____a. Investigative and manipulative toys

_____b. Things to watch, hear, and feel

_____c. Items to pound, bang, throw, and shake

_____d. Manipulative toys

_____e. Things to grasp, manipulate, shake, suck, and chew

_____f. Plenty of time for free play

_____g. Verbal games and play

_____h. Equipment for development of large body muscles

_____i. Continued improvement of manipulative and motor skills

_____j. Items to creep after

_____k. Guidance in understanding what behavior is acceptable and in learning behavior of others

_____l. Items for pulling self up

_____m. Guidance in conscience formation and in accepting one's sex

_____n. Playmates

1. Birth to three months

2. For

1. Birth to three months

2. Four to six months

3. Seven to nine months

4. Ten to twelve months

5. One to two years

6. Three to four years

7. Five to six years

12. Name ways to maintain child's health.

a. ____________________

b. ____________________

c. ____________________

13. Name necessary types of immunization.

a. ____________________

b. ____________________

c. ____________________

14. Evaluate play equipment.

15. Direct children's activities.

16. Evaluate child care facilities.

17. Complete checklist for childproofing.

18. Evaluate self as model for children.

19. Demonstrate the ability to prepare play materials.

PARENT-CHILD RELATIONSHIPS
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (11 points)

a. 6
b. 11
c. 2
d. 8
e. 10
f. 1
g. 9
h. 4
i. 3
j. 7
k. 5

2. (5 points)

Any five of the following:

a. Love
b. Security
c. Acceptance
d. Trust
e. Self-esteem
f. Limits
g. Freedom

3. (16 points)

a. E
b. M
c. M
d. E
e. M
f. E
g. M
h. E

4. (20 points)

a, b, d, e, g, h, i

5. (24 points)

a. A
b. P
c. A
d. D
e. D
f. A
g. D
h. P
i. A
j. D
k. D
l. A

6. (3 points)
   - a. Two years of age
   - b. Five years of age
   - c. Prepuberty, 11-15 years of age

7. (10 points)
   - a. D
   - b. D
   - c. P
   - d. D
   - e. D

8. (2 points)
   - a. Modeling
   - b. Incidental learning

9. (5 points)

   Discussion should include:

   - a. Tasks--Young children do not always understand how or why parents want certain tasks to be done; parents need to explain what is expected and demonstrate how to do it
   - b. Curiosity and interest in learning--Parents need to set up learning situations and set limits on children's behavior without harming their curiosity
   - c. Respect for others--It takes young children a while to learn to respect others; at first they behave toward others according to their own desires and fears; later, they use a set of rules or values to control themselves
   - d. Emotional control--Children learn emotional control by observing how their parents and others expect them to act
   - e. Problem solving--Children should learn to look at problems as things to be controlled or changed, not just accepted

10. (4 points)

Discussion should include:

a. Gain child's attention by calling child's name

b. Treat the child as a person

c. Be an active listener

d. Avoid sending conflicting messages

e. Minimize put-down messages

11. (14 points)

a. 5
b. 1
c. 3
d. 4
e. 2
f. 7
g. 1
h. 5
i. 7
j. 4
k. 7
l. 3
m. 6
n. 6

12. (3 points)

a. Use a doctor as needed

b. Maintain a child's immunizations

c. Childproof home

13. (3 points)

a. DPT (diphtheria/pertussis/tetanus)

b. Polio

c. MMR (measles/mumps/rubella)

14. Evaluated to the satisfaction of the instructor (15 points)

15. Evaluated to the satisfaction of the instructor (15 points)

16. Evaluated to the satisfaction of the instructor (10 points)

17. Evaluated to the satisfaction of the instructor (10 points)

18. Evaluated to the satisfaction of the instructor (10 points)

19. Performance skill evaluated to the satisfaction of the instructor (20 points)

SECTION E
CLOTHING

CLOTHING SELECTION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select and purchase clothing items for a complete wardrobe. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to.

1. Match terms associated with clothing selection to the correct definitions.
2. Name factors that affect clothing appearance.
3. Name social-psychological aspects of clothing.
4. Match types of clothing lines to the correct visual effects on the human body.
5. Name optical illusion techniques.
6. Select from a list guidelines for clothing selection and purchase.
7. State the importance and usefulness of clothing labels and hangtags.
8. Make a clothing inventory.
9. Make a wardrobe plan.
10. Compare clothing items for purchase.

CLOTHING SELECTION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with objective sheet and make transparencies.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Reinforce objective three by having students use magazines to find examples worn for modesty, protection, adornment, status, and identification. Use the photos to make mobiles for display. How does each picture exemplify a social-psychological aspect of clothing? What are some of the status clothes at your school right now? Bring examples. Why has clothing become so important? What would be some of the problems and pleasures of living in a society where everyone wears exactly the same clothing? MAKE UP AN IDEAL UNIFORM FOR EVERYONE!!!

F. Identify examples of each of the different types of lines in clothing of class members.

G. Ask class members to bring or wear some current fad items and some past fad items. Why did these items become so popular?

H. Suggest the following for home experiences.

1. Plan a weekend wardrobe for yourself or someone else for a special event or vacation. Describe the activities of the weekend and how they will influence your choices.

2. Determine what lines, shapes, textures, and colors are most flattering for you. Consider your body build and coloring. List your best features and those you would like to improve. Explain how the clothes you now wear do or do not meet these requirements.

3. Study the traditional costume of a country. Write a short paper on the conditions and customs in that culture which influenced the style of dress.

4. What is this year's new fashion look? Do some research to find out if this is a revival of a style from the past. If it is, what has influenced the comeback? If it is not, what brought about its acceptance?

        5. Take a look at the clothing styles for the past ten years. What political, economic, or social factors have affected them? What things might influence styles in the next ten years?

    I. Bring an article of clothing to class. Point out the construction features. Discuss how careful evaluation of these features can be important in the selection and care of the garment.

    J. Collect clothing hangtags and labels. Compare the information found on each. Look for the manufacturer's name, fiber content, and care instructions.

    K. Have students react to the following situation: Sometimes what seems like a bargain turns out to be a poor buy. Give examples. How can you avoid making these mistakes?

    L. Invite resource person to demonstrate good grooming techniques.

    M. Pose the following question: "You are what you eat! Will a $100 outfit improve the appearance of an unhealthy person?"

    N. Give test.

    O. Reteach if necessary.

II. Instructional materials:

    A. Objective sheet

    B. Information sheet

    C. Transparency masters

        1. TM 1--Optical Illusions in Clothing

        2. TM 2--Optical Illusions in Clothing (Continued)

        3. TM 3--Optical Illusions in Clothing (Continued)

        4. TM 4--Optical Illusions in Clothing (Continued)

        5. TM 5--Optical Illusions in Clothing (Continued)

    D. Assignment sheets

        1. Assignment Sheet #1--Optical Illusion

        2. Assignment Sheet #2--Make a Clothing Inventory

        3. Assignment Sheet #3--Make a Wardrobe Plan

        4. Assignment Sheet #4--Compare Clothing Items for Purchase

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit reference--Graef, Judy Lynn, and Strom, Joan Buescher. *Concepts in Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1976.

CLOTHING SELECTION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Social-psychological aspects--Ideas, thoughts, and values influenced by society, culture, peers, family, and our own minds, determine our actions

B. Fad--Article of clothing that is usually very noticeable; is popular with a particular group; lasts a short time

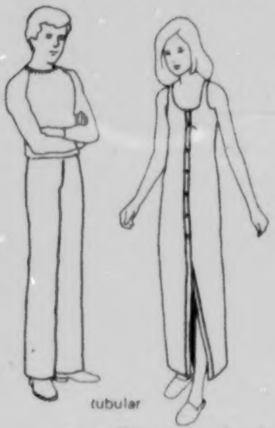
(CAUTION: An inexpensive fad item can be fun. An expensive fad item might be a costly mistake for you and your budget!)

C. Wardrobe--All clothing items owned by a person

D. Optical illusion--Art of making something appear different from the way it actually is

E. Fashion--Popular styles

F. Shape--Silhouette or outline of garment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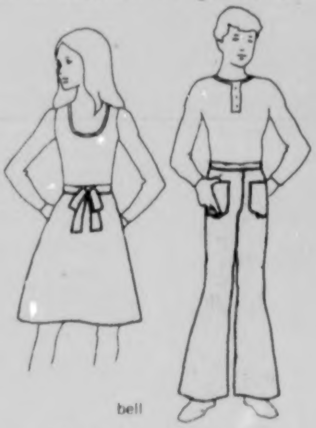
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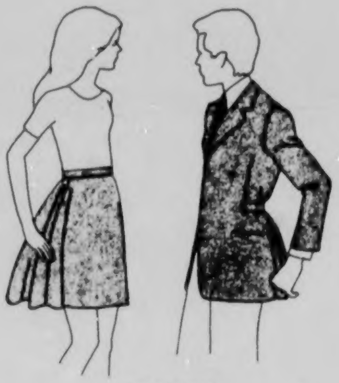
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G. Texture--Surface quality of a fabric

H. Pattern--Fabric quality that is seen, not felt

I. Style--Clothing with good basic design and lasting qualities

J. Accessories--Clothing items worn in addition to basic garments

Examples: Belts, bags, scarves, ties, shoes, socks, jewelry, sunglasses

K. Posture--Way you stand, walk, and sit

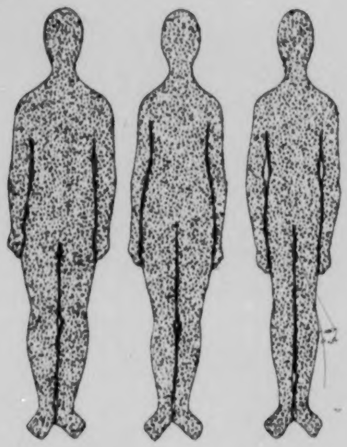
L. Inventory--List of items

INFORMATION SHEET

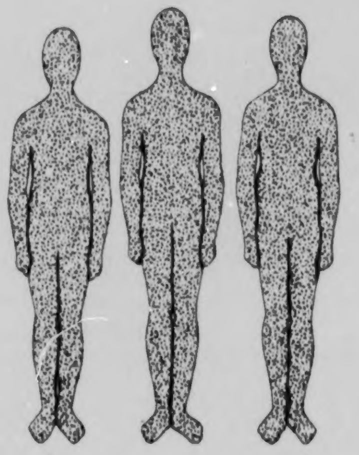
II. Factors that affect clothing appearance

A. Body build

Examples:



Same height, different limb lengths and widths.



Different heights, same limb lengths and widths.

B. Optical illusion (Transparencies 1-5, Assignment Sheet #1)

C. Line

D. Shape

E. Texture

F. Pattern

G. Color

(NOTE: Consider color of hair, skin, eyes, and how their total color affects clothing color.)

H. Health

(NOTE: Good health is basic to looking and feeling good, in other words, to being attractive.)

I. Posture

(NOTE: One of the quickest ways to look more attractive is to stand and sit correctly!)

J. Grooming

K. Accessories

INFORMATION SHEET

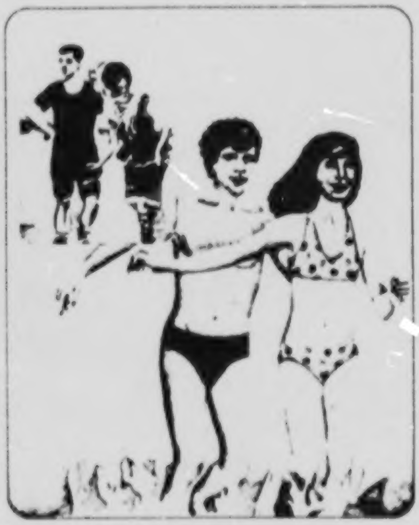
III. Social-psychological aspects of clothing

(NOTE: People wear clothing for many reasons; the clothing worn is determined by various factors!)

A. Modesty

(NOTE: What is considered modest in one society might not be considered modest in another. Also, people of different time periods in the same society may have different ideas about modesty, e.g., the bathing suits worn in the 1970's are quite immodest by the standards of the early 1900's or even the 1950's!)

Example:



B. Protection

Examples:	Astronauts wear space suits Firefighters wear special clothing to protect them from fire, smoke, and water Steelworkers wear protective aprons, glasses, gloves, and hats Sports activities, such as football, rugby, and hockey, require special clothing

C. Status

D. Identification

Examples:	Uniforms worn by police officers, waiters, airline workers, and military personnel

(NOTE: There is also an informal system of uniforms. Sometimes people of the same age or who have the same interests may dress alike to show a common bond.)

INFORMATION SHEET

E. Adornment

F. Expressions of individuality and conformity

G. First impressions

H. Roles

Examples: Sex, age, activities

I. Tradition

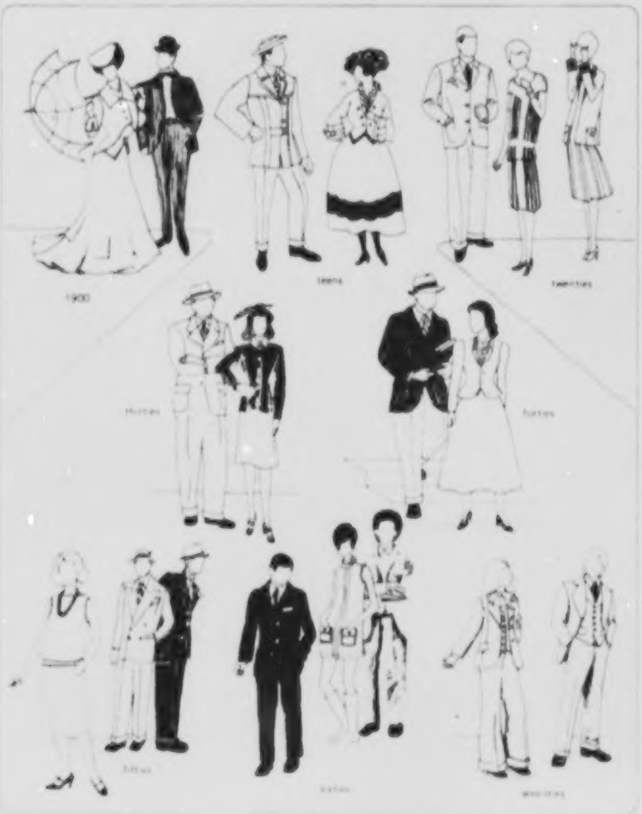
J. Entertainment

Example: The movie *Dr. Zhivago* (1965) introduced long, fur-trimmed coats, knee-high leather boots, and embroidered peasant shirts for both sexes

K. Famous people

L. History

Examples:

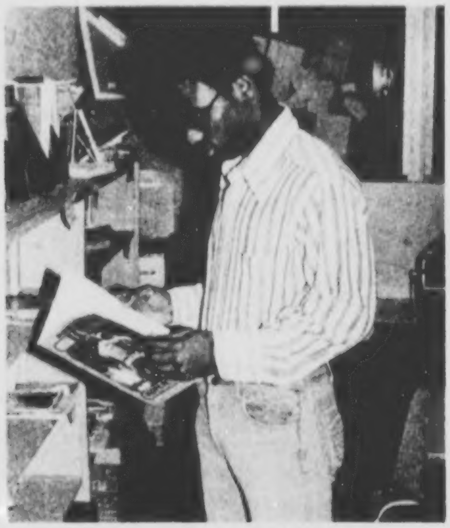

1900
teens
twenties
thirties
forties
fifties
sixties
seventies

INFORMATION SHEET

IV. Clothing lines and visual effects

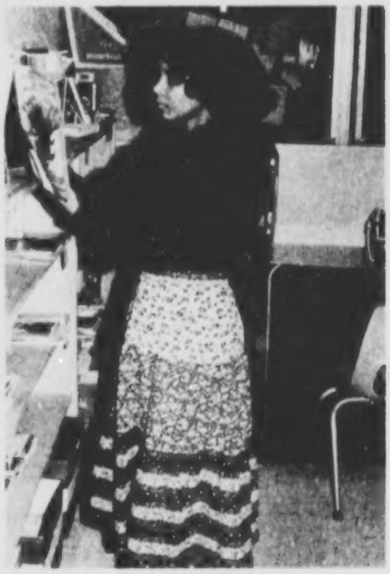
A. Vertical--Lines that go up and down; usually create an effect of height and slimness

Examples: Vertical seams, tucks, pleats, vertically striped fabric



B. Curved--Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure

Examples: Round collars, curved seams and darts, ruffles, gathers



INFORMATION SHEET

C. Horizontal--Lines that go across; usually add width to a thin figure and divide the length of a tall person

Examples: Waist line seams, belts, square yolks

D. Diagonal--Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used

(NOTE: The more vertical the diagonal lines, the more slenderizing the effect.)

Examples: Long pointed collar, bias cut seams, wrap-around dress, V-neckline

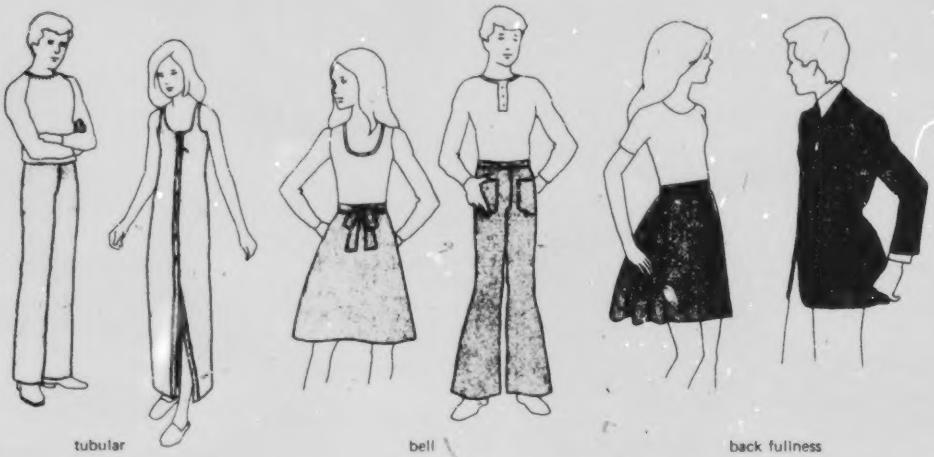
INFORMATION SHEET

V. Optical illusion techniques

   A. Use vertical lines to help body appear taller

   B. Use horizontal lines to widen the body and make it appear shorter

   C. Use tubular shapes to add height and hide a thick middle



tubular bell back fullness

   D. Select bright/light colors to attract attention and/or make the body appear larger

   (NOTE: Clinging fabrics offer no optical illusion.)

   E. Choose dull/dark colors to appear less obvious and/or make the body look smaller

   F. Choose smooth or shiny textures to reflect light and make the wearer appear larger

   G. Use large and bold patterns to attract attention and emphasize an area

VI. Guidelines for clothing selection and purchase

   A. Choose basic styles that can be used for different occasions

   (NOTE: A suit can be casual or dressy, depending on the accessories used.)

   B. Plan around one or two basic colors so that clothes and accessories can be mixed and matched

   C. Choose accessories to go with different outfits

INFORMATION SHEET

D. Use separates to extend your wardrobe

Example: Three coordinated tops and three bottoms can be mixed to make nine different outfits

E. Look for garments that you can wear most of the year

F. Avoid fads or extreme designs in garments to be worn often or over a long period of time

VII. Clothing labels and hangtags--Final satisfaction of a garment is strongly related to the care required to keep clothes looking good and to insure a long life

(NOTE: Care labels are sewn into garments or attached to them for easy reference.)

Examples:

MW MACHINE WASH WARM
Line Dry Only
Outer Shell 100% Nylon
Lining 100% Cotton
L
44-46

MW MACHINE WASH WARM
Tumble Dry
NO IRON
100% POLYESTER
SIZE
M
38-40

MH MACHINE WASH HOT
Tumble Dry
14 HUSKY WAIST
29-30
50% Fortrel® Polyester
50% Combed Cotton

100% Polyester
Flame Retardant Garment
NO-IRON
SIZE
B
4-5
FOR CARE SEE REVERSE

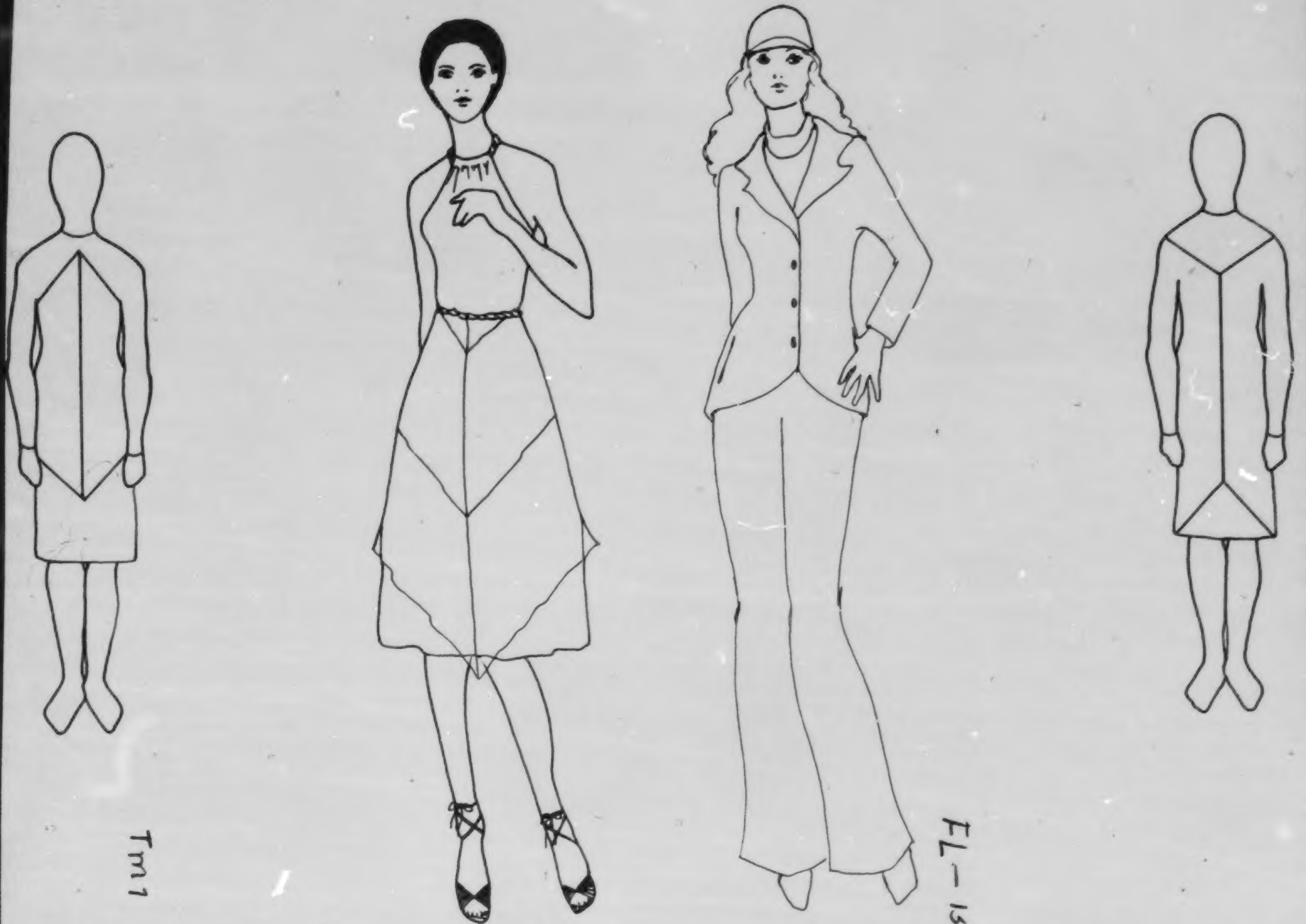
HW HAND WASH
Line or Flat Dry
FULL FASHIONED
100% NYLON
12

MW MACHINE WASH WARM
[illegible]
Hi©
SIZE
12

100% Polyester
Machine Wash Warm Gentle
Tumble Dry Low-Cool Iron
Made in U.S.A.-WPL 209

MACHINE WASH COOL
Tumble Dry
65% ACETATE
35% NYLON
SIZE
18

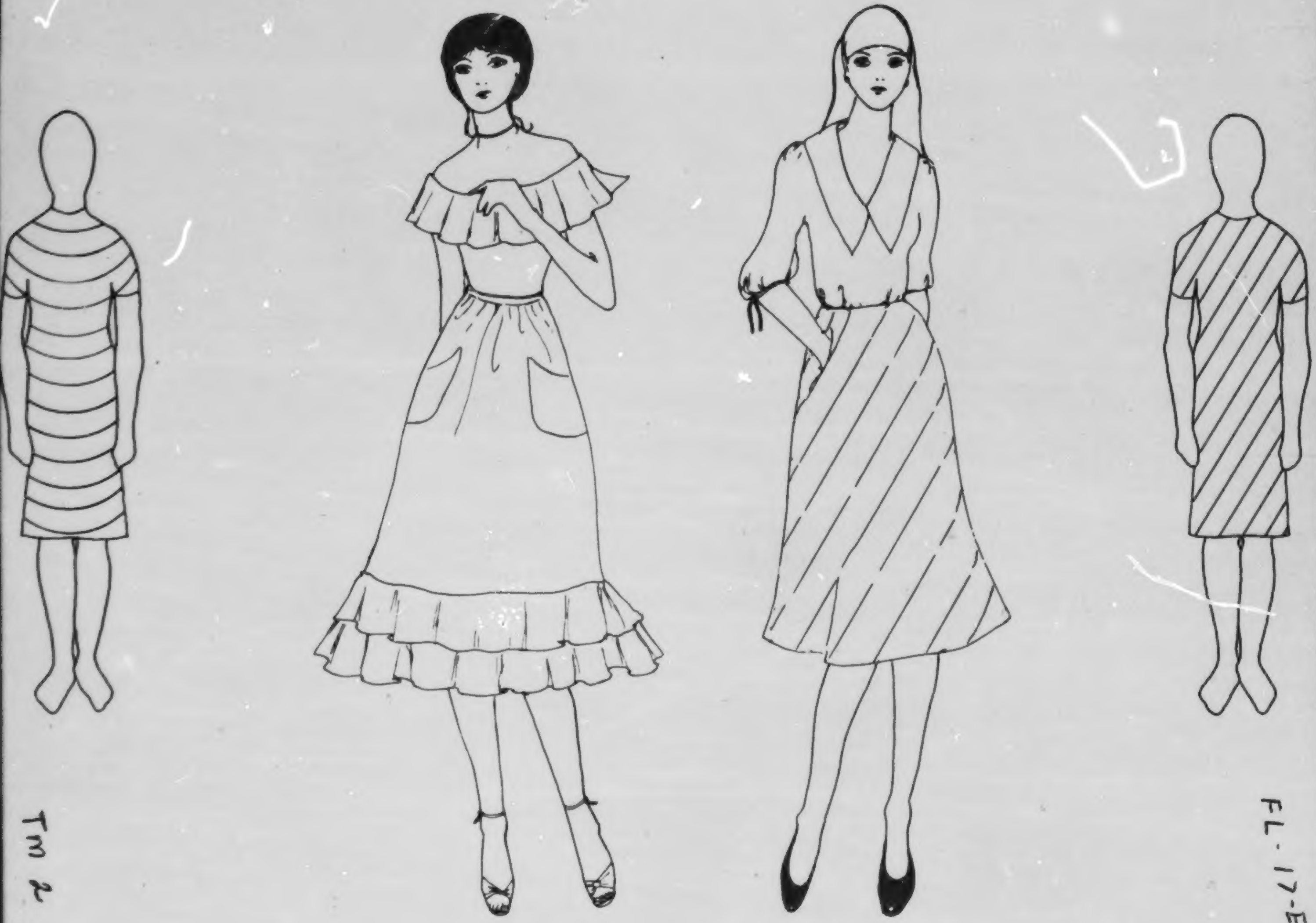
Optical Illusions In Clothing



Tm1

FL — 13-E

Optical Illusions In Clothing (Continued)



Tm 2

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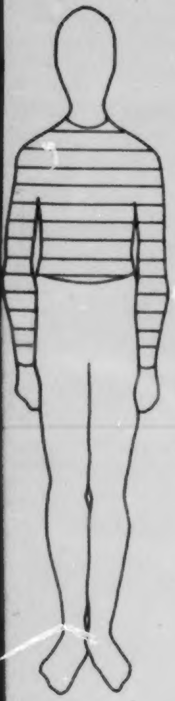
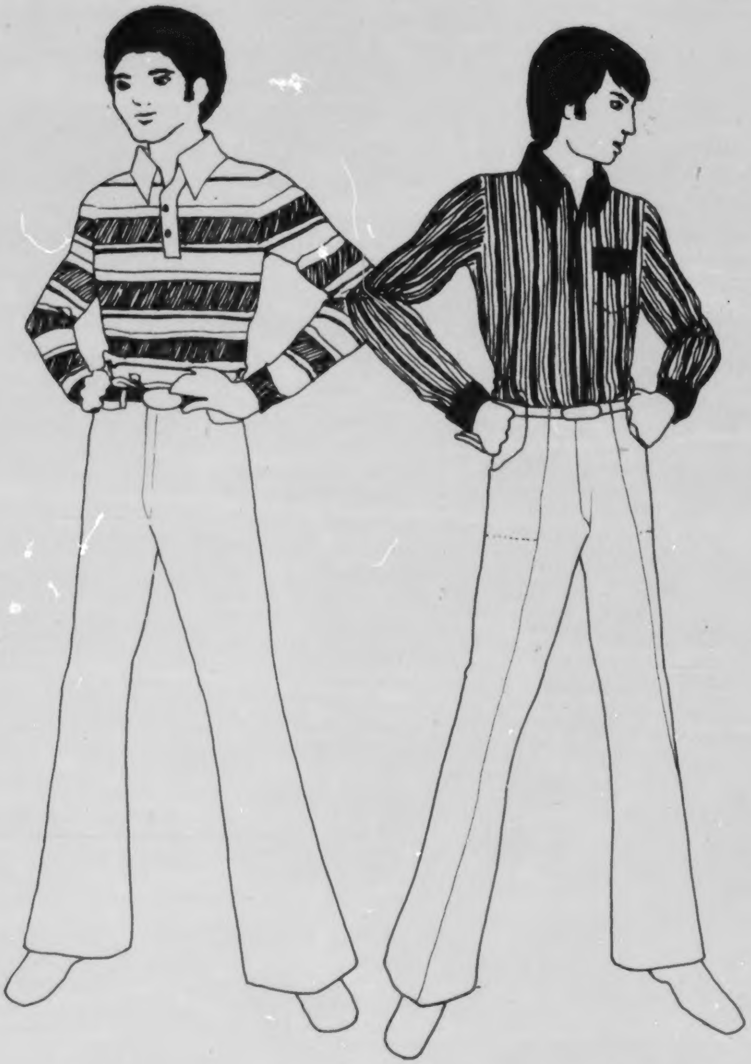
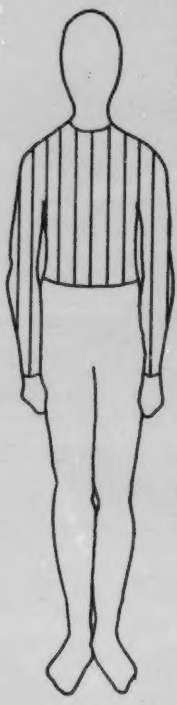
Optical Illusions In Clothing (Continued)



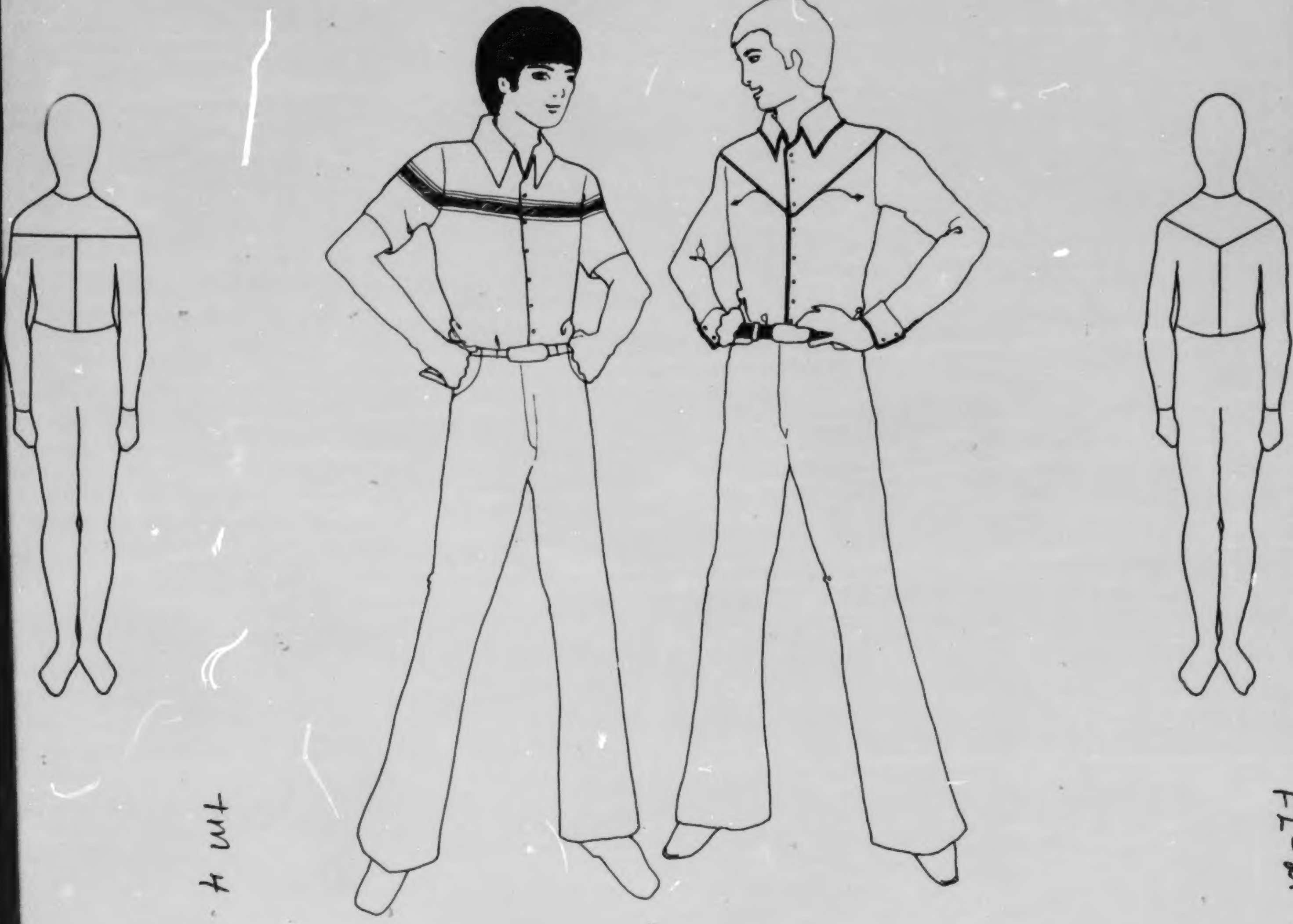




TM 3

FL-19-E

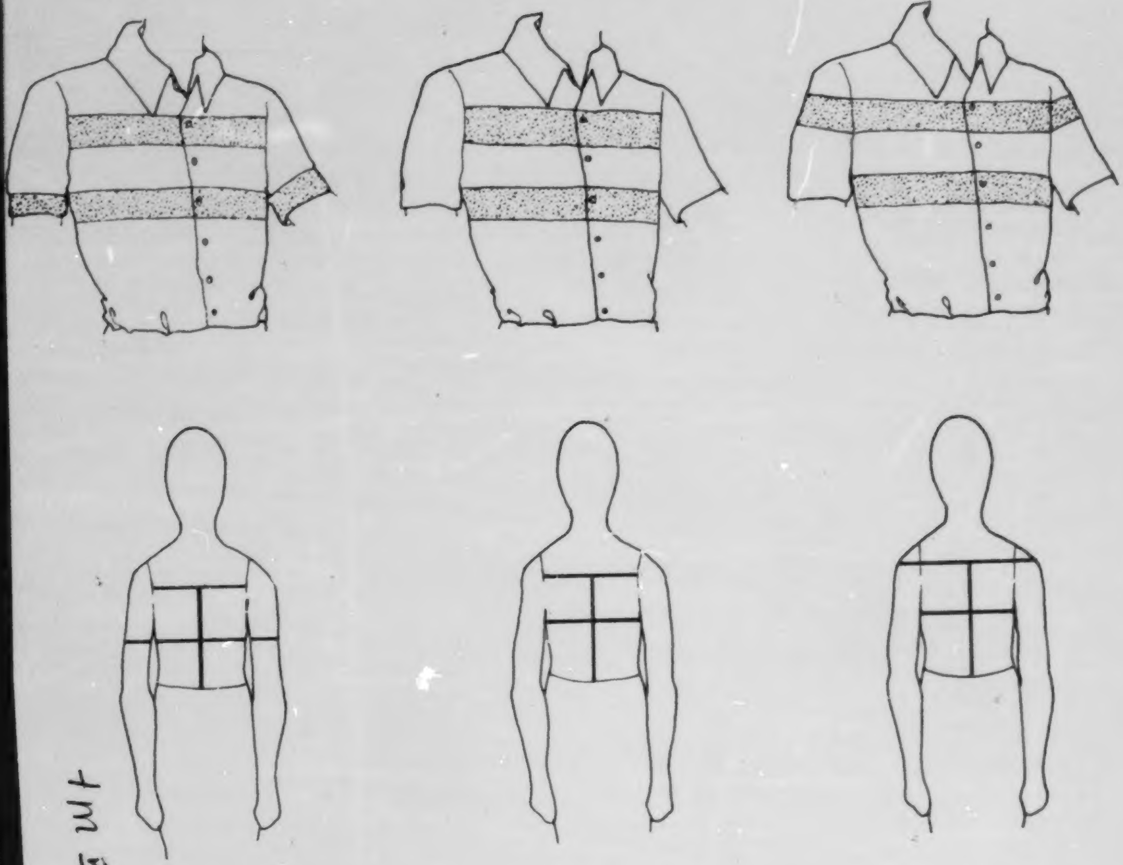
Optical Illusions In Clothing (Continued)



TM 4

FL-21-E

Optical Illusions In Clothing (Continued)



tm 5

FL-23-E

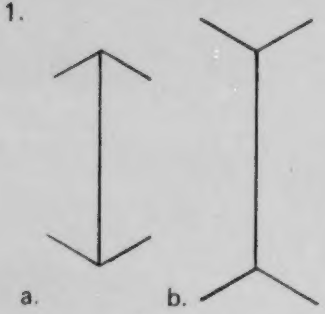
CLOTHING SELECTION
UNIT I

ASSIGNMENT SHEET #1--OPTICAL ILLUSION

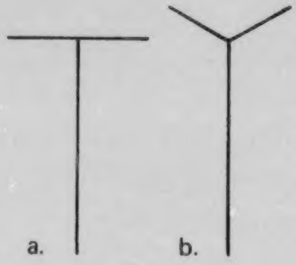
Can your eyes always believe what they see? Through the clever use of optical illusion it is possible to deceive the eye.

In each grouping circle the line that appears longer.

1.



2.



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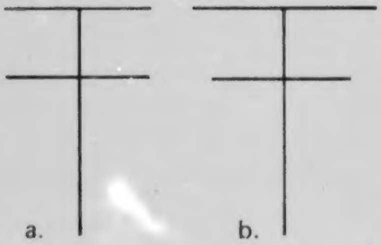
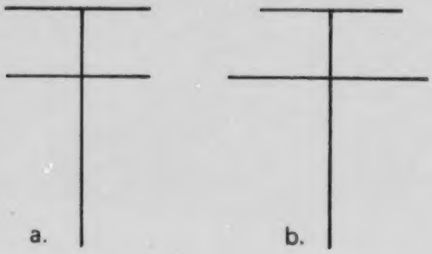


4.



CLOTHING SELECTION
UNIT I

ASSIGNMENT SHEET #2--MAKE A CLOTHING INVENTORY

Many people have a closet filled with clothes and still complain, "I have nothing to wear!" This statement might actually be true. Building a workable wardrobe requires careful thought.

Before you plan a shopping trip to select clothing or clothing-related items, consider what you already own. To make this chore easier, make a list of what you have and what you need. Keep this inventory up-to-date by adding the new clothes you buy and removing those that are no longer suitable or that you have not worn for several years.

ITEM	DESCRIPTION	USABLE	COMMENTS
Example: Sweater	Brown, long-sleeved, turtleneck	Yes	Need new scarf or vest to wear more

CLOTHING SELECTION
UNIT I

ASSIGNMENT SHEET #3--MAKE A WARDROBE PLAN

A workable wardrobe is an asset to every facet of living--school life, social life, work life. Using your clothing inventory from Assignment Sheet #2, make a plan that will increase the effectiveness of your present wardrobe. Shopping takes time, energy, and money. Use the guidelines listed below to make the most of these valuable resources!

.... Plan for your shopping needs

.... Look for styles that are suitable for your figure type, age, image, activities, and budget

.... Select clothes that fit into and add to the versatility of your wardrobe

.... Plan ahead and compare merchandise for quality of fabric, construction, cost, and care

.... Read hangtags and care labels for desired performance characteristics

.... Be aware of the names of the manufacturers that produce the clothing you like and can afford

1. Compare the strengths and weaknesses of your wardrobe!

Strengths	Weaknesses

2. Make a list of five items, their cost, and how you feel they would increase the effectiveness of your wardrobe.

ITEM	COST	REASON NEEDED

Before your determine if, when, and how to shop, answer the following questions:

ASSIGNMENT SHEET #3

1. What basic line or style is dominant?

____

____

____

2. What colors do you like best? What color(s) appear most?

____

____

____

3. Have you selected clothing that can be mixed in different ways to make many attractive outfits? Why or why not?

____

____

____

____

____

____

____

____

4. Have you discarded items that no longer fit? Why or why not?

____

____

____

5. Can you recycle unusable items? How?

____

____

____

ASSIGNMENT SHEET #3

6. Do your clothes reflect the type of life you lead? HOW?

7. How will your wardrobe needs change after graduation?

8. Do you have clothing to use for different occasions? What is lacking?

CLOTHING SELECTION
UNIT I

ASSIGNMENT SHEET #4--COMPARE CLOTHING ITEMS FOR PURCHASE

Style, color, and fabric of clothing attract you in a store. How well a garment fits, its price, and its appearance will narrow your selection for final purchase. To get more satisfaction from the money you spend, you should be able to evaluate the cut, construction, and finish of a garment. Use the checksheet below to evaluate a potential garment purchase.

FEMALE			MALE	
Yes	No		Yes	No
		Does the collar fit comfortably--not to tight or too loose?		
		Are the left and right sides of the collar the same length and width, and are they wrinkle free?		
		Are the sleeves smooth around the armholes?		
		Is the fit trim but not too tight across the front and back?		
		Do the buttons look sturdy? Are they sewn on firmly? Do the buttonholes look like they will not unravel?		
		Are the seams smooth and even?		
		Is topstitching even and unbroken?		
		Are the cuffs even and neatly finished?		
		Are the shirttails even in length and shape? Are they long enough to tuck into pants or skirt?		
		Do the hangtags and labels show a guarantee that the garment will not fade or shrink?		
		Is the waistband snug, but not tight and even in width? Are band fasteners secure?		
		Is the zipper completely covered, with closure flat and neatly stitched?		

ASSIGNMENT SHEET #4

FEMALE			MALE	
Yes	No		Yes	No
		Does the crotch depth allow for movement, that is, is it not too long or too short?		
		Is the length right for you? Is the hem even, with stitching that does not show or pull?		
		Is the fit smooth across the hips? Do pockets lie flat?		
		Are the side and leg seams smooth, straight, even, and neatly finished?		
		Is the fabric cut on the grain and matched, if necessary?		
		Are the cuffs even in depth and securely tacked?		

When you try on the garment, take a good look in the mirror!

1. Do you like what you see at first glance?
2. How does it fit?
3. Is the garment appropriate for figure type, age, image, activities, and budget?
4. Can you move comfortably?
5. Does the fabric bounce back into shape when you crush a small portion in your hand and release it?
6. Write the instructions on the hangtag/care label:
7. Assuming you have the money, would you purchase the garment? Why or why not?

CLOTHING SELECTION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

ALL LINES ARE THE SAME LENGTH!!!

1. The "arrows" deflect the gaze downward in "a" to seemingly shorten the line. The "arrows" in "b" extend the line in "b" to make the line seem longer.
2. When the eye is "stopped" as in "a" it follows the horizontal line making "a" look shorter than it really is. In "b," the eye continues to follow the diagonal lines upward seemingly increasing the length of the line.
3. "A" seems to be longer because the line above it is the same length. A longer line or added width at the top diminishes the size of the lower line.
4. The longer line under "b" makes "b" look shorter than "a."

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CLOTHING SELECTION
UNIT I

TEST

NAME______________________________SCORE____________________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

______a. List of items

______b. Surface quality of a fabric

______c. Way you stand, walk, and sit

______d. Popular styles

______e. Fabric quality that is seen, not felt

______f. Ideas, thoughts, and values influenced by society, culture, peers, family, and our own minds, determine our actions

______g. All clothing items owned by a person

______h. Silhouette or outline of garment

______i. Clothing items worn in addition to basic garments

______j. Clothing with good basic design and lasting qualities

______k. Article of clothing that is usually very noticeable; is popular with a particular group; lasts a short time

______l. Art of making something appear different from the way it actually is

1. Social-psychological aspects
2. Fad
3. Inventory
4. Wardrobe
5. Optical illusion
6. Fashion
7. Shape
8. Texture
9. Pattern
10. Accessories
11. Posture
12. Style

2. Name four factors that affect clothing appearance.

a. ____

b. ____

c. ____

d. ____

3. Name five social-psychological aspects of clothing.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

4. Match types of clothing lines on the right to the correct visual effects on the human body. Place the appropriate numbers in the blanks provided.

______a. Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure

______b. Lines that go up and down; usually create an effect of height and slimness

______c. Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used

______d. Lines that go across; usually add width to a thin figure and divide the length of a tall person

1. Horizontal
2. Curved
3. Vertical
4. Diagonal

5. Name three optical illusion techniques.

a. ______________________________

b. ______________________________

c. ______________________________

6. Select from the list below guidelines for clothing selection and purchase. Place an "X" in the appropriate blanks.

______a. Limit the number of separates in your wardrobe

______b. Purchase fads to extend your wardrobe

______c. Choose accessories to go with different outfits

______d. Use a wide variety of colors in wardrobe planning

______e. Select seasonal garments

7. State the importance and usefulness of clothing labels and hangtags.

____

____

8. Make a clothing inventory.

9. Make a wardrobe plan.

10. Compare clothing items for purchase.

(NOTE: If activities 8-10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CLOTHING SELECTION
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (12 points)

   a. 3
   b. 8
   c. 11
   d. 6
   e. 9
   f. 1
   g. 4
   h. 7
   i. 10
   j. 12
   k. 2
   l. 5

2. (4 points)

   Any four of the following:

   a. Body build
   b. Optical illusion
   c. Line
   d. Shape
   e. Texture
   f. Pattern
   g. Color
   h. Health
   i. Posture
   j. Grooming
   k. Accessories

3. (5 points)

   Any five of the following:

   a. Modesty
   b. Protection
   c. Status

d. Identification

e. Adornment

f. Expression of individuality and conformity

g. First impressions

h. Roles

i. Tradition

j. Entertainment

k. Famous people

l. History

4. (4 points)

a. 2

b. 3

c. 4

d. 1

5. (3 points)

Any three of the following:

a. Use vertical lines to help body appear taller

b. Use horizontal lines to widen the body and make it appear shorter

c. Use tubular shapes to add height and hide a thick middle

d. Select bright/light colors to attract attention and/or make the body appear larger

e. Choose dull/dark colors to appear less obvious and/or make the body look smaller

f. Choose smooth or shiny textures to reflect light and make the wearer appear larger

g. Use large and bold patterns to attract attention and emphasize an area

6. (10 points)

c

7. (2 points)

Final satisfaction of a garment is strongly related to the care required to keep clothes looking good and to insure a long life

8. Evaluated to the satisfaction of the instructor (20 points)

9. Evaluated to the satisfaction of the instructor (20 points)

10. Evaluated to the satisfaction of the instructor (20 points)

CLOTHING CARE
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to care for personal and/or family clothing properly. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with clothing care to the correct definitions.
2. Name methods/sources for cleaning clothing.
3. Select from a list factors that determine method of cleaning care for clothing.
4. Arrange in order machine laundry steps.
5. Name three factors that affect laundry sorting groups.
6. Classify sorted laundry loads as to proper water temperatures.
7. Match laundry products to correct definitions/descriptions.
8. Select from a list guidelines for proper ironing procedures.
9. Select an appropriate cleaning care method for clothing.
10. Sort laundry into loads.
11. Prepare clothing for laundry.
12. Remove stains from fabric and/or clothing.
13. Organize storage for clothing.
14. Demonstrate the ability to:
    a. Pack clothing.
    b. Sew on a button.
    c. Repair a garment.
    d. Replace a hem.

CLOTHING CARE
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information, assignment, and job sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Demonstrate procedures outlined in job sheets.

  (NOTE: Show students how to use "iron-on" patches.)

  F. Make a display of laundry products and aids.

  G. Show how soaps and detergents make water "wetter" or reduce the surface tension of water enabling it to penetrate fabrics faster and more thoroughly.

    1. Gather together needed supplies: 2 glass measuring cups, warm water (72°C or 100°F), all-purpose detergent, measuring spoons, 2 eye droppers, 1 swatch tightly woven polyester/cotton nonprinted fabric

    2. Fill two glass measuring cups with warm water

    3. Add 1 ml (1/2 t) of an all-purpose detergent to one cup

    4. Mix until the detergent is dissolved

    5. Put one drop of the plain water and one drop of the detergent solution 2.5-5 cm (1-2 in) apart on the fabric swatch

    6. Observe how the droplet of plain water remains in a bead on the surface of the fabric while the droplet of detergent solution spreads out and penetrates into the fabric

    7. Conclusion--Detergent aids penetration of water into the fiber or yarns and spaces between them for easier removal of water soluble soils

  H. Provide students with soiled laundry or cut clothing pictures from catalog to "sort."

  I. Suggest that students be responsible for family laundry as home experience.

J. Demonstrate stain removal procedures.

(NOTE: Fabric scraps can be cut and "stained." Use charts to determine and carry out stain removal. Use jars with detergent as "washing machines.")

K. Write stains on 3 x 5 cards; write removal procedures on 3 x 5 cards; pin stains on students' backs; have students "match" stains and corresponding removal procedures.

(NOTE: The same cards could be used to play "Concentration" or "Pairs.")

L. Show students how to clean iron using vinegar and water solution, salt on paper, or commercial iron cleaner. Point out importance of use and care of steam iron, e.g., use distilled or rain water or, if tap water must be used, pour out after use.

M. Give test.

N. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Select an Appropriate Cleaning Care Method for Clothing
2. Assignment Sheet #2--Sort Laundry into Loads
3. Assignment Sheet #3--Prepare Clothing for Laundry
4. Assignment Sheet #4--Remove Stains from Fabric and/or Clothing
5. Assignment Sheet #5--Organize Storage for Clothing

D. Job sheets

1. Job Sheet #1--Pack Clothing
2. Job Sheet #2--Sew on a Button
3. Job Sheet #3--Repair a Garment
4. Job Sheet #4--Replace a Hem

E. Test

F. Answers to test

III. Unit references:

A. Jones, Jan. *Clothing Your Way.* Englewood Cliffs: Prentice-Hall, Inc., 1977.

B. Graef, Judy Lynn, and Strom, Joan Buescher. *Concepts in Clothing.* Dallas: Webster Division/McGraw-Hill Book Company, 1976.

C. Blackwell, Dorothy G. *Doing the Family Wash.* Stillwater: Oklahoma State University.

D. *Lots About Laundering.* Available from Miss Jean Learn, Supervisor; Educational Services; Proctor and Gamble Company; P.O. Box 14009; Cincinnati, Ohio 45214.

(NOTE: Kit contains transparency master, teacher material, and instructions for various laundry procedures.)

E. *How to Sew on Buttons.* Instruction cards available from B. Blumenthal and Co., Inc., 1372 Broadway, New York, N.Y. 10018.

IV. Additional references:

A. Maytag Co., Newton, Iowa 50208.

B. U.S. Borax and Chemical Corporation, 3075 Wilshire Blvd., Los Angeles, California 90005.

(NOTE: The kits above contain various items that can be used to supplement this unit.)

C. "Focus on Family Wash." Filmstrip available from Miss Jean Learn, Supervisor; Educational Services; Proctor and Gamble Company; P.O. Box 14009; Cincinatti, Ohio 45214.

CLOTHING CARE
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Colorfast--Colors capable of being cleaned or washed without fading or "running"

B. Noncolorfast--Colors that fade or "run" during dry cleaning or washing

C. Pretreating--Step taken before garment is laundered or dry-cleaned to treat heavy soil or spots in garments so that they will be removed during the actual washing

D. Natural fabric--Fabric made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

E. Synthetics--Fabrics that are made entirely from chemicals

Examples: Nylon, polyester, acrylic

F. Blends--Fabrics made from two or more different types of fibers

(NOTE: Usually, natural and synthetic fibers are combined to take advantage of the strengths of each fiber.)

G. Durable-press--Chemical finish applied to a fabric to reduce or end the need to press or iron a garment

H. Dry cleaning--Cleaning clothing with a chemical instead of with water

I. Mending--Steps taken to repair or improve clothing

Examples: Ironing on a patch to reinforce a worn area; adding a decorative applique that conceals an unfortunate stain; darning

J. Darn--Repair made with threads or yarns worked into the fabric weave or knit

K. Patch--Repair made with an extra piece of fabric sewn over the hole or rip to replace or strengthen the bad area

II. Methods/sources for cleaning clothing

A. Laundry

Examples: Hand, machine, home, commercial

B. Professional dry-cleaning business

INFORMATION SHEET

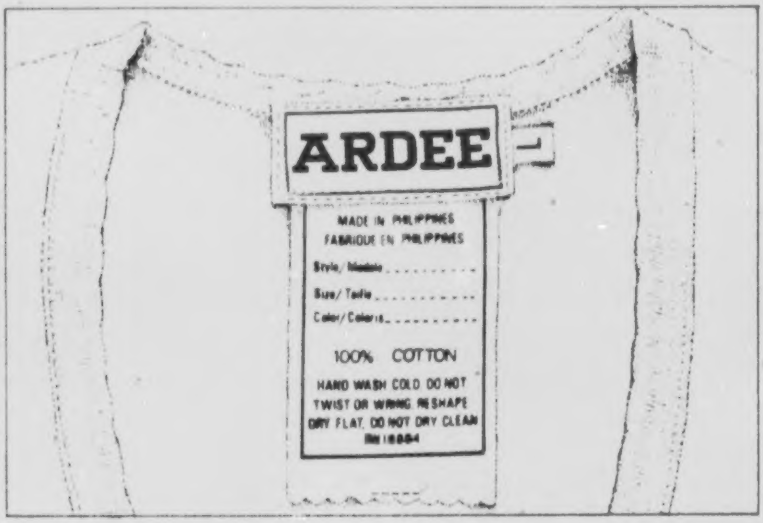
C. Self-service dry-cleaning business

D. Dry cleaning at home

(NOTE: Dry cleaning at home is usually limited to spot removal with cleaning chemical carbon tetrachloride. Use this carefully and follow label directions EXACTLY!)

III. Factors that determine method of cleaning care for clothing

A. Hangtags and labels on clothes


ARDEE
L
MADE IN PHILIPPINES
FABRIQUE EN PHILIPPINES
Style/Modele
Size/Taille
Color/Coloris
100% COTTON
HAND WASH COLD DO NOT TWIST OR WRING RESHAPE DRY FLAT, DO NOT DRY CLEAN

B. Fabric references in textbooks

C. Washing-machine instruction booklets

D. Manager and/or worker at dry-cleaning business

IV. Machine laundry steps

A. Sort clothes

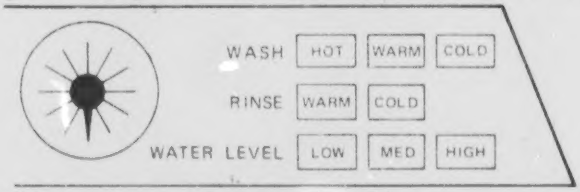
B. Pretreat soiled areas

C. Load clothes in machine

INFORMATION SHEET

D. Select water temperature

(NOTE: Wash water temperature is important because it directly affects cleaning, wrinkling, dye stability, and durability of fabric finishes.)



E. Select detergent and other laundry aids

F. Dry clothes

Examples: Line, machine, or flat drying

V. Factors that affect laundry sorting groups

(NOTE: Clothes should be sorted into groups that can be washed and dried together using the same water temperautre, detergent types, and dryer temperature.)

A. Color

Examples: Whites, colorfast items, noncolorfast items

B. Soil type

Examples: Light, normal, greasy, or heavy soil

C. Fabric and fabric finish

Examples: Cottons and linens, synthetics and durable-press, delicates, items that will produce lint

VI. Sorted laundry loads and proper water temperatures

(NOTE: To conserve energy use coolest water temperature possible for desired results.)

A. Hot (96°C or 140°F)

1. Sturdy whites/colorfast pastels
2. Heavily soiled durable-press, wash and wear, and work clothes

INFORMATION SHEET

B. Warm (72-80°C or 100-110°F)

1. Lightly soiled durable-press or wash and wear
2. Noncolorfast colors
3. Nylons, polyesters, acrylics

C. Cold (62°C or cooler or 80°F or cooler)

1. Very delicate colors and fabrics
2. Very lightly soiled fabrics
3. Washable silks and washable woolens

VII. Laundry products

A. Mild detergent--Used for delicate clothes and light soils

B. All-purpose/all temperature--Used for general laundry and normal soils

C. Cold water detergent--Used for sensitive colors, synthetics, and light soils

D. Heavy duty detergent--Used for heavily soiled clothing and hot water washing

E. Soap--Mild cleaning product usually made from animal fat

(NOTE: Soap will "curdle" in hard water.)

F. Bleach--Used as a strong aid for whitening clothes, removing stains, and disinfecting

(NOTE: Both chlorine and oxygen bleaches can be purchased in liquid or powder form.)

G. Fabric softener--Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

(NOTE: Fabric softeners are available in liquids, aerosol sprays, and saturated paper products. Fibers and spray may damage appliances. Check appliance care directions before using.)

H. Starch--Used to give added body to cottons and keep them clean longer

(NOTE: Starch is available in liquid, spray, or powder form. It is added at end of laundry cycle or applied before or during ironing.)

INFORMATION SHEET

VIII. Guidelines for proper ironing procedure

(NOTE: Ironing may or may not be a necessary part of your care routine. In fact, if clothes are hung up or folded when they are not being worn, they may never need to be ironed.)

A. Be sure the iron and ironing board cover are clean

(CAUTION: Any residue or film on iron may come off onto clothing.)

B. Check the temperature setting

(NOTE: Test temperature setting on side of hem. Wrinkles will not come out of a cotton garment if the temperature is not hot enough, and a synthetic fabric may melt if the iron is too hot.)

C. Use steam when possible

(NOTE: Pressing [up-and-down motion] prolongs life of fabric as opposed to ironing [back-and-forth motion]. Wrinkles disappear quicker and with less effort with steam than with a dry iron.)

D. Begin with small and/or doubled areas (collar, cuffs, waistbands) before extremity parts (sleeves, inside of legs on slacks); press or iron body areas last

CLOTHING CARE
UNIT II

ASSIGNMENT SHEET #1--SELECT AN APPROPRIATE CLEANING CARE METHOD FOR CLOTHING

You already know about the cost of buying and making your own clothes. Now, think about cleaning and caring for those clothes. The cost of doing this is fairly low. The cost of not doing this can be very high. The wrong storage or laundry method can ruin even the best fabric.

You can decide whether to wash or dry-clean a garment by following advice from several places: hangtags and labels on clothes, fabric references in textbooks, washing-machine instruction booklets, and manager and/or worker of a dry-cleaning business.

Using a garment (new or already owned), select an appropriate cleaning method! Complete the following statements.

CLEANING METHOD ______________________________

1. The description of the garment is ______________________________

   ____

2. Which source(s) of information/advice did you use to select the method? Why?

   ____

   ____

   ____

3. Directions or a description of the methods that were recommended for the garment cleaning care were ______________________________

   ____

   ____

   ____

4. The cost of garment cleaning care (e.g., laundry products, dry cleaning, or commercial cleaning costs) was ______________________________

5. The cost of replacing the garment if ruined through improper cleaning care would be ______________________________

CLOTHING CARE
UNIT II

ASSIGNMENT SHEET #2--SORT LAUNDRY INTO LOADS

The purpose of sorting is to separate the items that could in some way damage other garments. Typical separate bundles might include the following:

Sturdy White and Colorfast Items	Non-Colorfast Items	Heavily Soiled Clothes	Delicate Items
Towels Sheets Pillowcases Handkerchiefs Shirts Cotton underwear Diapers (should be washed alone or with other items of similar soil)	Sport clothes Dresses Shirts Children's playclothes Pajamas Colorful household linens	Work clothes including underwear Playclothes Active-sport clothes Throw rugs	Fragile shirts Lingerie Sheer curtains

ITEMS HAVING A STRONG TENDENCY TO SHED LINT SHOULD BE WASHED SEPARATELY!!

Using the information sheet and the sorting guide, sort the family wash or laundry provided by your home economics teacher.

CLOTHING CARE
UNIT II

ASSIGNMENT SHEET #3--PREPARE CLOTHING FOR LAUNDRY

Clothing wears and looks better longer when laundry is properly prepared! If some of your clothes have very heavily soiled spots or stains, such as body oils and makeup on collars and cuffs, pretreat those soiled spots before washing the clothes. The soiled areas and stains should be brushed with a thick mixture of detergent and water or a full-strength liquid detergent. Synthetic fabrics and durable-press finishes seem to hold greasy soils more than other fabrics. These may need pretreating often. Many special pretreating spray products are available for heavily soiled areas. Read labels of the products before using them. Some may not be suited to all fabrics.

Even when pretreating is not necessary, there are a few guidelines to follow to prepare clothing for laundry. Using a laundry load from Assignment Sheet #2, check the load according to the following procedure

1. Mend any rips
2. Remove trims and belts, buttons, and fancy zipper pulls that are not washable
3. Sew on any loose buttons or hooks
4. Close zippers or hooks

   (NOTE: They might snag fabrics if left open. Twisting motion may ruin polyester/nylon zippers.)
5. Tie loose ties or attached belts to prevent tangling
6. Empty pockets and turn them and any pants cuffs inside out; brush away lint and loose dirt
7. Turn wrong side out as needed

   (NOTE: Socks and heavily soiled clothing should be laundered right side out.)

CLOTHING CARE
UNIT II

ASSIGNMENT SHEET #4--REMOVE STAINS FROM FABRIC AND/OR CLOTHING

Survey family, friends, and classmates to find what types of clothing stains are most often a problem to them. Collect clothing that have stains or use scraps of fabrics and "make stains." Use the procedures described on the stain removal chart to remove the stain. The chart is on the following pages.

1. What stains were most common to family, friends, and classmates?

   ____
   ____
   ____
   ____
   ____
   ____
   ____

2. What stains were you able to remove when following the procedure described on the chart?

   ____
   ____
   ____
   ____
   ____
   ____
   ____

ASSIGNMENT SHEET #4

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through taut fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water.
Grease and Oil	Scrape off as much grease as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.
Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Use hair spray or alcohol if fiber permits. Rub white petroleum jelly into stain. Pretreat with detergent paste and launder. If fabric permits, add bleach.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.

ASSIGNMENT SHEET #4

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Blood	While stain is fresh, soak in cold water. Work in detergent paste. Launder in warm water. If the stain persists, soak again with bleach. Relaunder.
Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife. If a stain remains, sponge with a dry-cleaning fluid, rinse, and then launder.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.
Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.

CLOTHING CARE
UNIT II

ASSIGNMENT SHEET #5--ORGANIZE STORAGE FOR CLOTHING

How you organize and keep your clothes in storage areas, such as closets, shelves, and drawers, is your own business. Your life-style, activities, and the clothes you wear will help you decide what arrangement is most convenient for you. However, proper care and storage will keep garments looking new for a long time and aid in routine dressing.

Using the guidelines and ideas below, organize your storage for clothing. Then, complete the statements that follow.

REDOING YOUR CLOSET!!!

1. First, completely empty your closet! Stack similar items in piles.
2. Clean the closet walls, shelves, poles, and floor with a vacuum cleaner, soap and water, or whatever it takes to do the job. You may want to spray the clean closet with a disinfectant.
3. Make your plan for closet rearrangement while the empty closet dries and airs.
4. Replace your clothes, one by one, leaving out anything you no longer need or never wear. Place items needing repairs aside until the work is done.

CLOSET SPACE PLANNING IDEAS!!!

1. If you wear mostly pants and tops, you may want to install two hanging poles. To double your storage space, place one pole at waist height and one at shoulder height. Shirts or blouses can hang from the top pole, and pants or skirts beneath them.
2. Place the garments you wear most often in easy-to-reach places. Also think of how you get dressed, what you put on first, second, and so on. Place them in that order.
3. Things you usually wear together should be stored together, e.g., belts that match pants, vests with jackets.
4. Store heavy items, such as shoes and boots, near the floor.
5. Store lighter items, such as hats, bags, and accessories, on higher shelves.
6. Hooks on closet doors or end walls can keep belts or ties neatly organized and easy to find.
7. Place long or seldom worn garments, such as formal wear and long coats, out of the way or in long garment bags for storage.

ASSIGNMENT SHEET #5

8. If shoes tend to clutter the floor of your closet, you can double the storage area with a shelf placed several inches above the floor. A long board and four bricks will create a useful second shoe shelf in minutes. Use empty sturdy shoe boxes if you have no bricks. Inexpensive hanging shoe bags may be purchased.

9. Shoes seldom worn can be kept in their original boxes, with their color or description written on the end of the box.

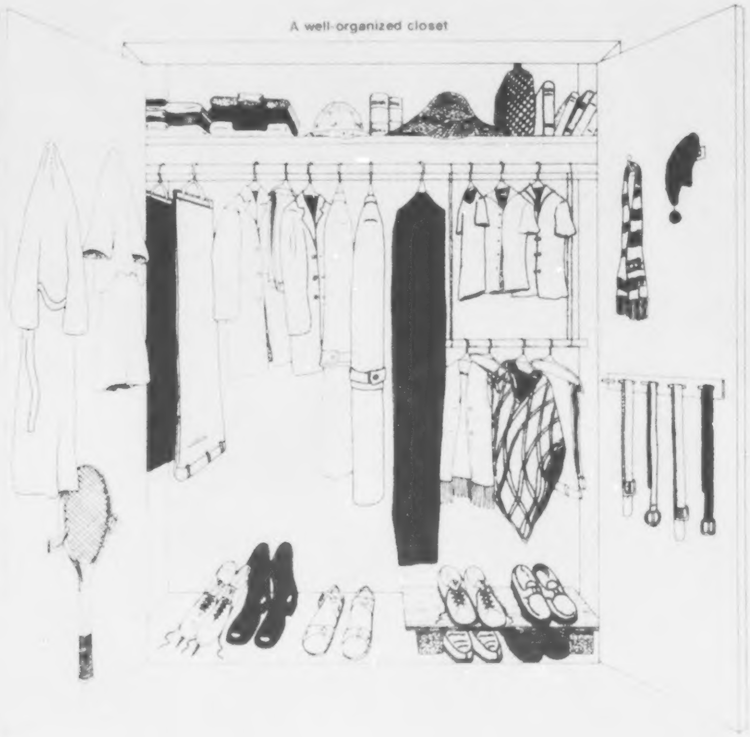
10. Turn all hanger hooks in the same direction to keep them untangled. Use clean, nonrusty hangers.

11. Place any out-of-season garments in the least handy part of your closet, since you will not need these items for several months. Cover them with plastic bags to keep them clean.

12. Never crowd clothes into your closet. Fabrics need air moving around them to stay fresh and unwrinkled.

(NOTE: Organize your clothing drawers in similar steps. Place similar things together. Use empty shoe boxes, egg cartons, and other small containers as dividers inside drawers. Roll socks with their mates. Use plastic bags to protect fragile sweaters. Paper linings will help keep the drawers clean.)

Example:



A well-organized closet

ASSIGNMENT SHEET #5

Describe your plan to organize storage for clothing. ______________________________

____

____

____

Draw a sketch or attach a photo of the finished plan.

Advantages of the reorganized closet and/or drawers include ______________________

____

____

____

Total cost of the reorganized storage was ______________________________

Hours spent in reorganization were ______________________________

CLOTHING CARE
UNIT II

JOB SHEET #1--PACK CLOTHING

(NOTE: Sometime you will need to pack a suitcase. Clothes can take a beating if they are packed poorly. You may not always be able to iron your clothes after you arrive. Therefore, care in packing your suitcase saves time and your clothes. If you follow a packing plan, your clothes and you will enjoy the trip more.

I. Equipment

   A. Suitcase

   B. Totebag

   C. Clothing

      (NOTE: Read through job sheet and gather appropriate clothing.)

   D. Shoes

   E. Personal grooming items

II. Procedure for planning

   A. Count the number of days you will be away; consider the activities in which you will be involved and decide what garments you might wear for each day; lay them aside for final decision

      (NOTE: It may be helpful to consider mix and match and color coordinated items.)

   B. Decide what underwear and sleepwear you might take along; lay these items aside

   C. Decide what shoes or other footwear you would need for the garments you may take; lay these shoes aside

   D. Decide what personal grooming items, such as deodorants, shampoo, shaving items, and so on, you will need; lay these aside

   E. Decide if you will need a coat or jacket of any type for your trip; lay aside for final decision

JOB SHEET #1

F. Take an overall look at the clothes and other items you have laid aside for final selection; look at the size of your suitcase or bag and ask yourself these questions before you begin packing

1. Can you limit your shoes to one or two pairs that match or go with every garment you plan to take? If not, choose garments that go with one or two pairs of shoes.
2. Are most of your chosen garments washable or durable-press? This can save time and insure a neat appearance.
3. Is your sleepwear and underwear lightweight? Remember, these items could be washed out; thus, fewer items are usually needed.

   (NOTE: Shampoo can be used to hand launder items.)
4. Will one coat be enough for this trip? If so, can you wear, rather than pack, that coat to save suitcase/bag space?

III. Procedure for packing suitcase

A. Place heavy items next to the hinges

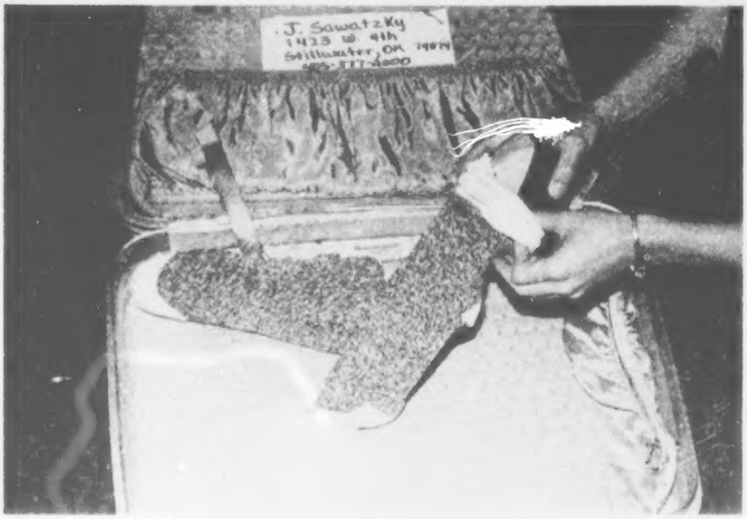
(NOTE: Heavy items will fall there anyway.)

Examples: Shoes, hair dryer

1. Wrap shoes in tube socks to protect clothing (Figure 1)

   (NOTE: Avoid packing stockings/socks in shoes; shoes need to "breathe" and "air out.")

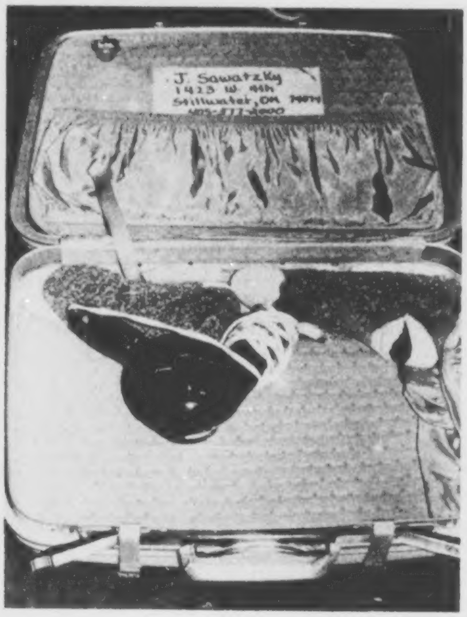
FIGURE 1



JOB SHEET #1

2. Wrap cords tightly and carefully around electrical items to conserve space (Figure 2)

FIGURE 2


J. Sawatzky
1423 W. 4th
Stillwater, OK

B. Button and/or zipper all clothing items

C. Fold items in thirds (Figures 3 and 4)

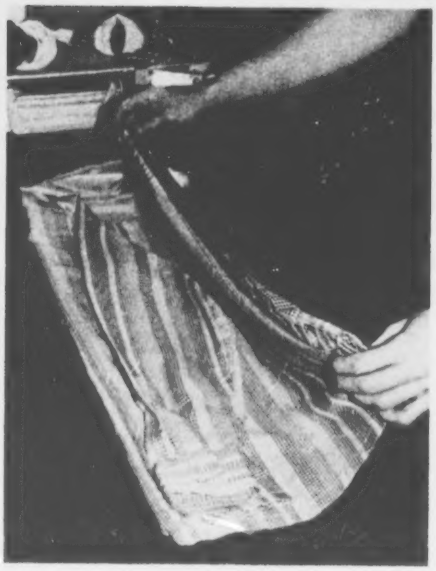


FIGURE 3

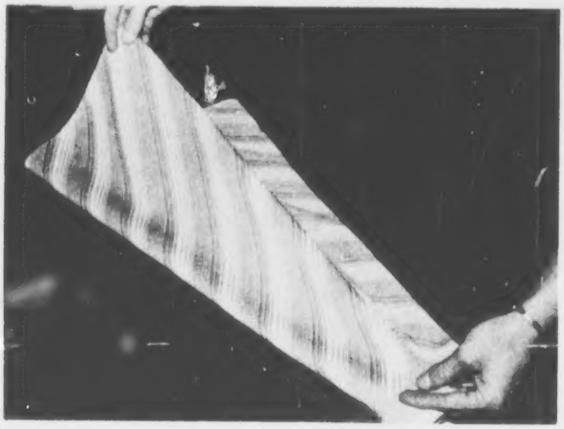
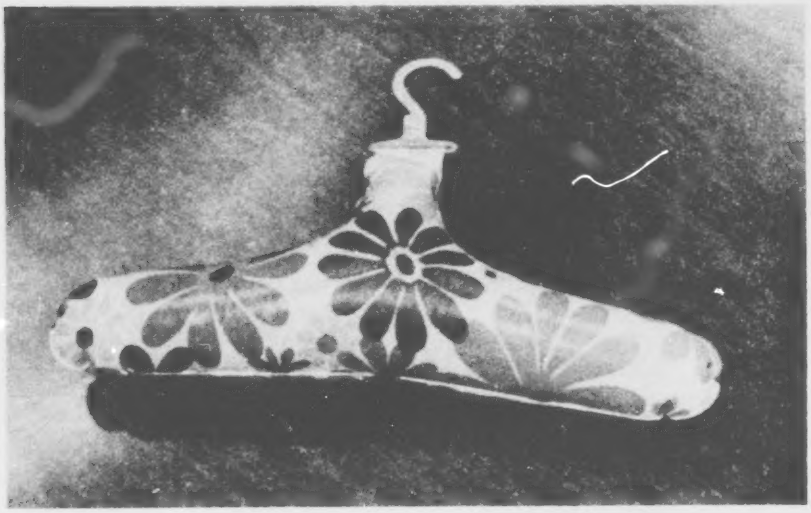


FIGURE 4

JOB SHEET #1

(NOTE: Wrinkles will fall out more easily if you use inflatable hangers and, also, if you hang your clothing on inflatable hangers in the bathroom after taking a shower. See Figure 5.)

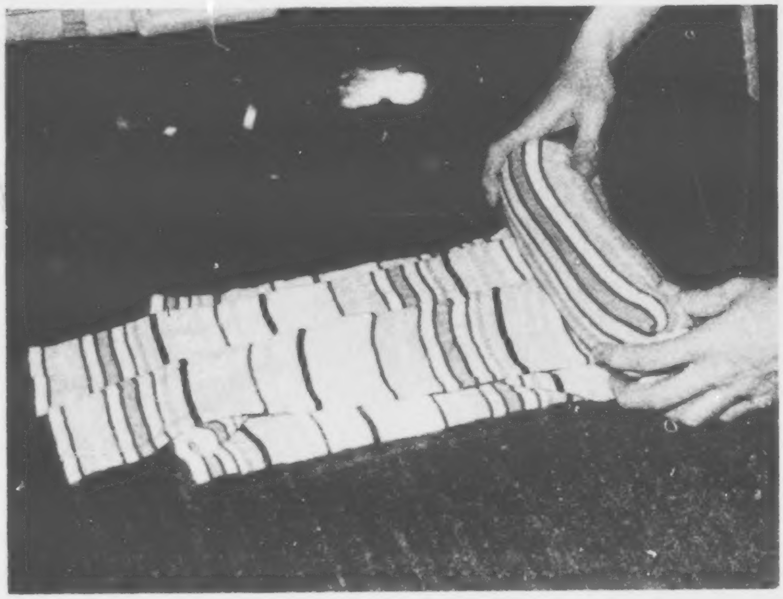
FIGURE 5



D. Roll crushables (Figure 6)

Examples: T-shirts, underwear, knits, sweaters

FIGURE 6



JOB SHEET #1

E. Layer items (Figures 7, 8, and 9)

(NOTE: This method has limited use with linens and starched cottons because they will wrinkle.)

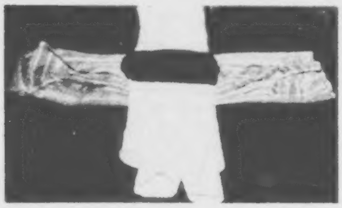


FIGURE 7

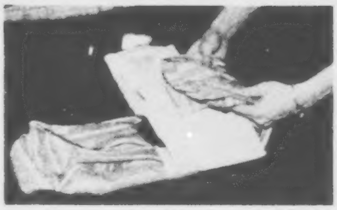


FIGURE 8

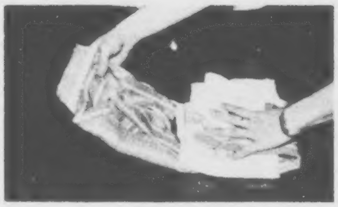
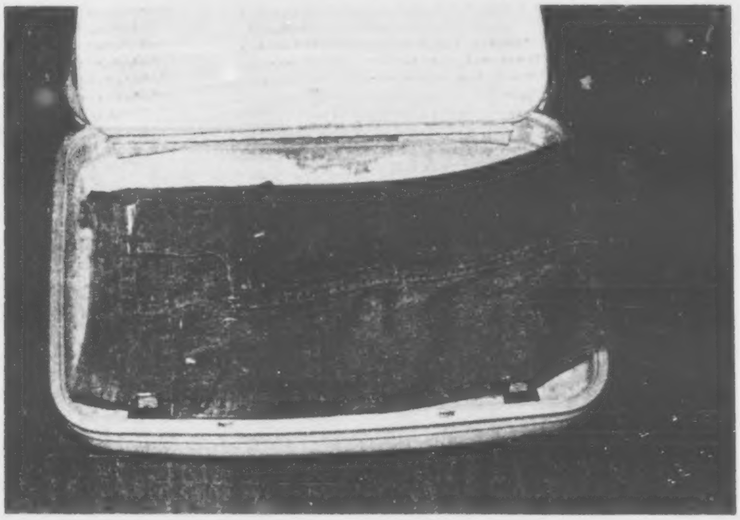


FIGURE 9

F. Place slack and jacket items in suitcase; avoid overfilling or underfilling

1. Place waistbands near edges of suitcase (Figure 10)

FIGURE 10



JOB SHEET #1

2. Layer slacks (Figure 11)

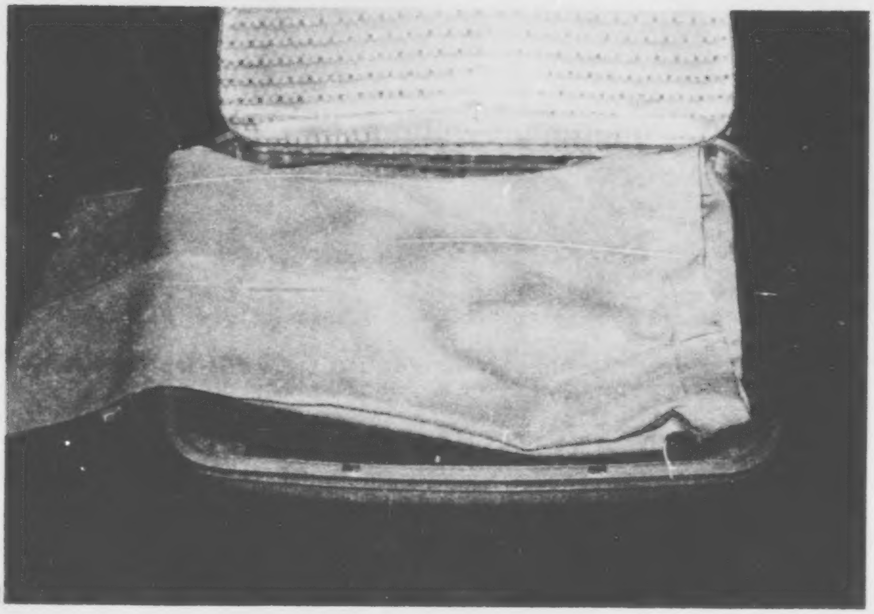
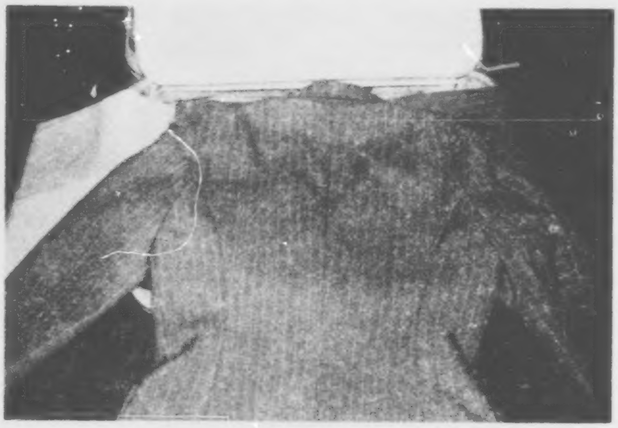


FIGURE 11

3. Place jacket face down with collar next to hinged edge (Figure 12)

(NOTE: Jacket should be folded in thirds. See Figure 13.)

FIGURE 12



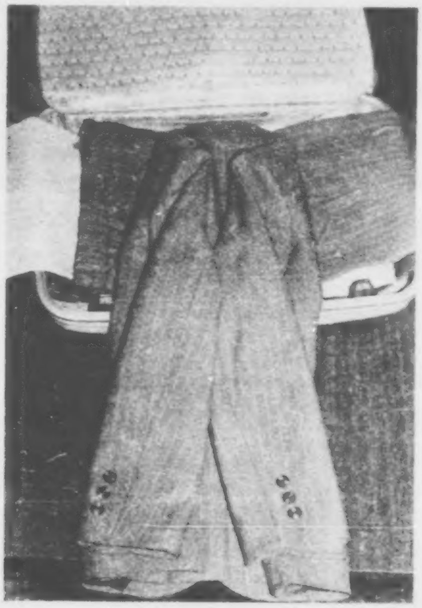
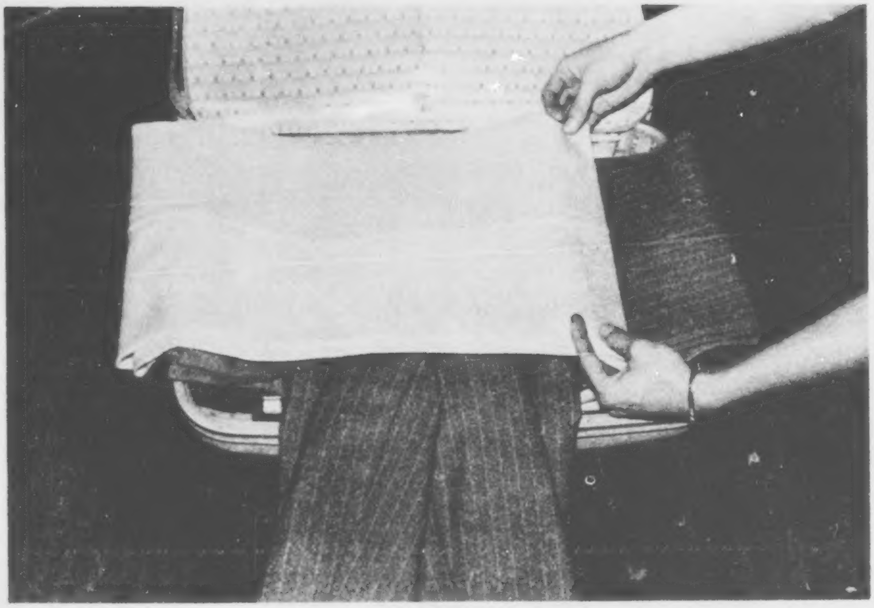


FIGURE 13

JOB SHEET #1

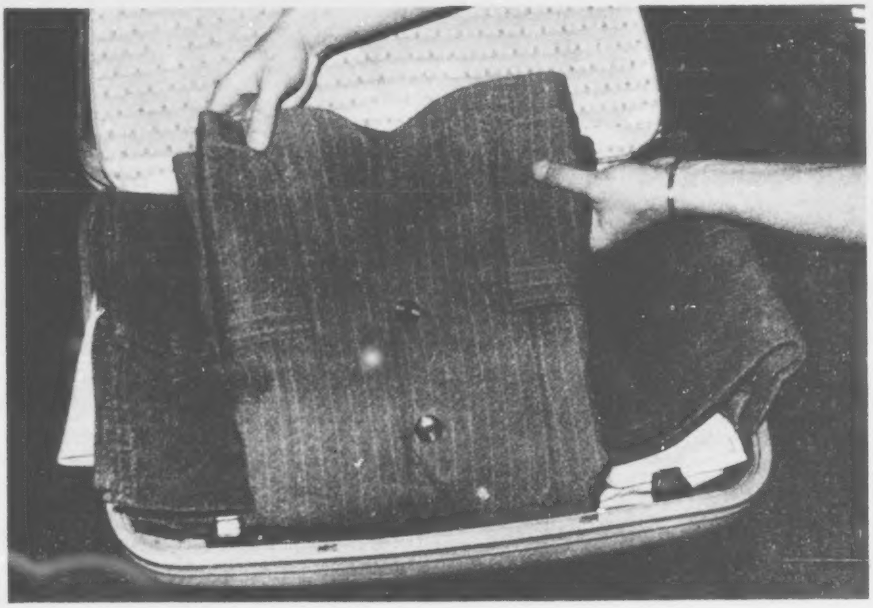
4. Layer slacks again (Figure 14)

FIGURE 14



5. Place remainder of jacket on top of slacks (Figure 15)

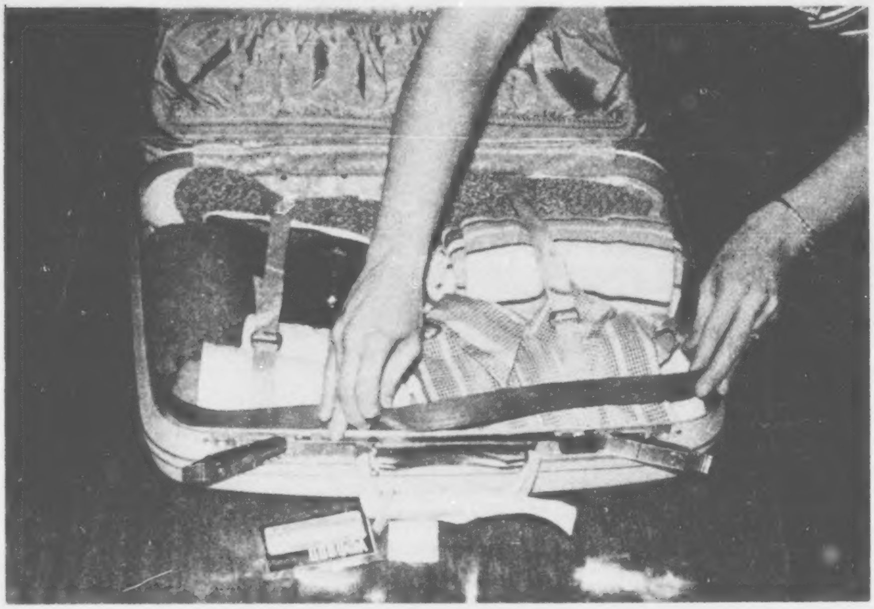
FIGURE 15



JOB SHEET #1

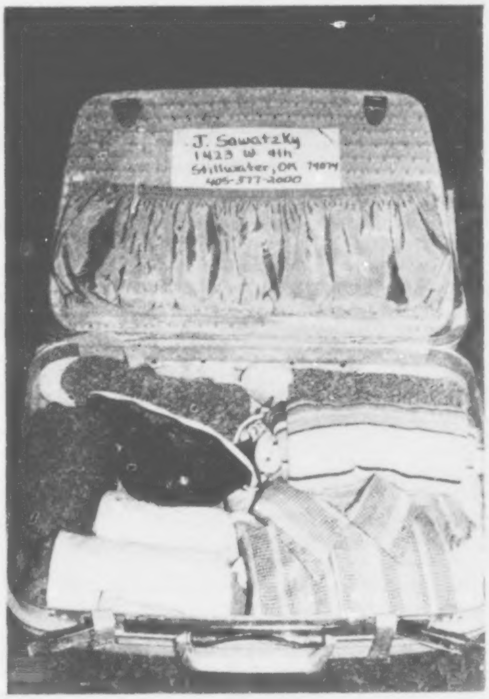
G. Place belts around edges of suitcase (Figure 16)

FIGURE 16



H. Label your suitcase with your name and address on the inside (Figure 17)

FIGURE 17


J. Sawatzky
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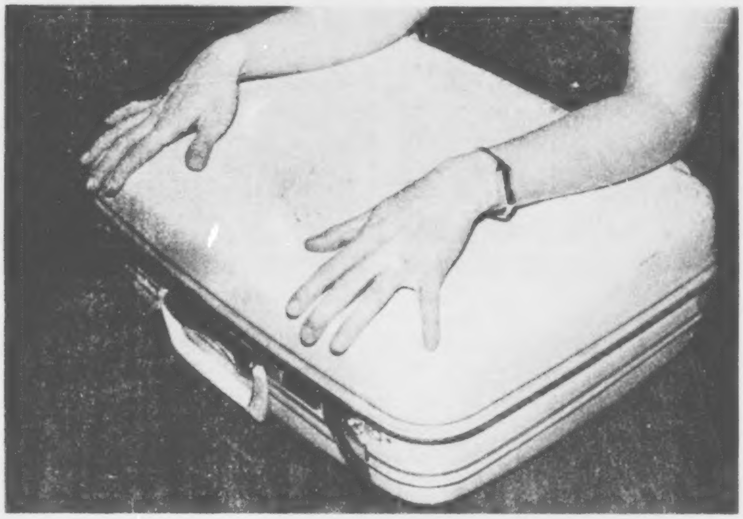
Stillwater, OK 74074
405-377-2000

JOB SHEET #1

I. Close suitcase (Figure 18)

(NOTE: Work from hinged sides and gently push suitcase closed.)

FIGURE 18

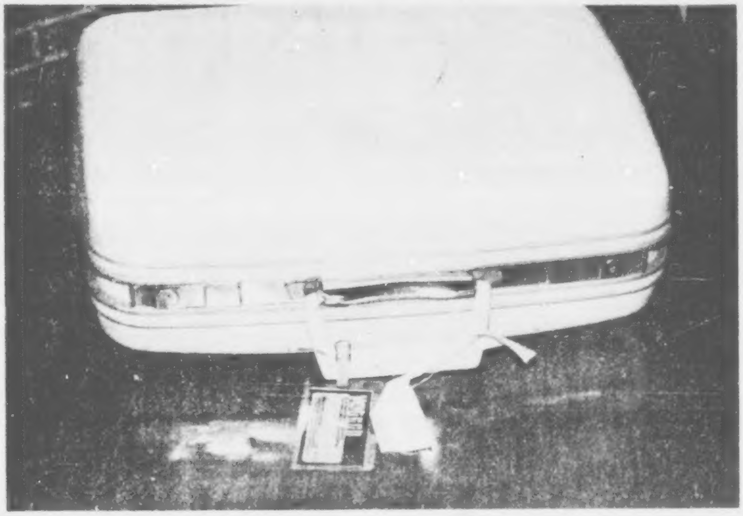


J. Complete identification procedures (Figure 19)

1. Attach name and address to handles
2. Use distinctive marking to aid in location of luggage

Examples: Ribbons, striped fabric, yarn balls

FIGURE 19



JOB SHEET #1

IV. Procedure for packing totebag

(NOTE: Items packed in totebag should be things you need to reach quickly and conveniently.)

A. Pack heavy items in bottom

(NOTE: The force of gravity will put them there anyway.)

Examples: Shoes, rainboots, grooming supplies

B. Wrap grooming supplies in plastic baggies to prevent spillage onto clothing items

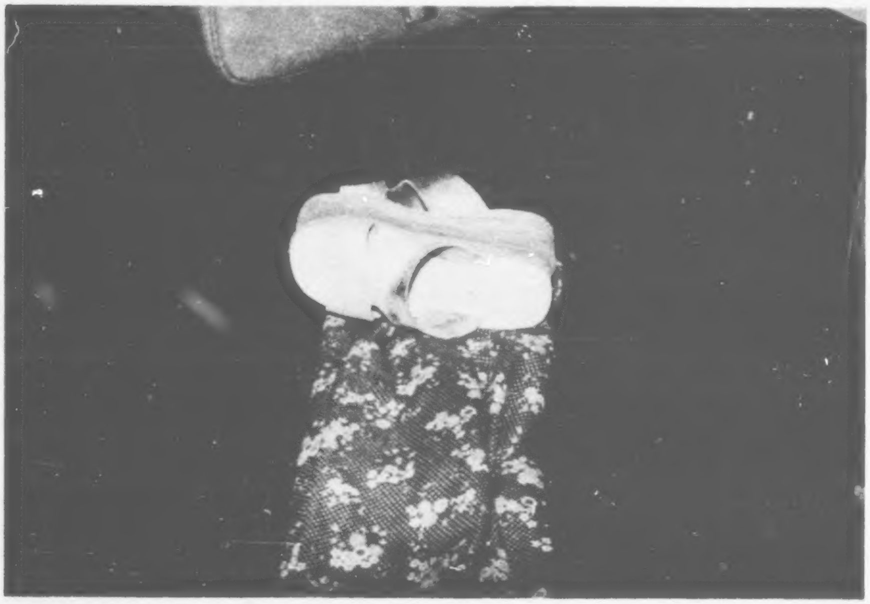
Examples: Washcloth, shampoo, soap, toothpaste, sewing equipment, bandaids

C. Pack sleeping items

1. Fold night wear and robe into thirds lengthwise

2 Place slippers with soiled sides together at one end of nightwear (Figure 20)

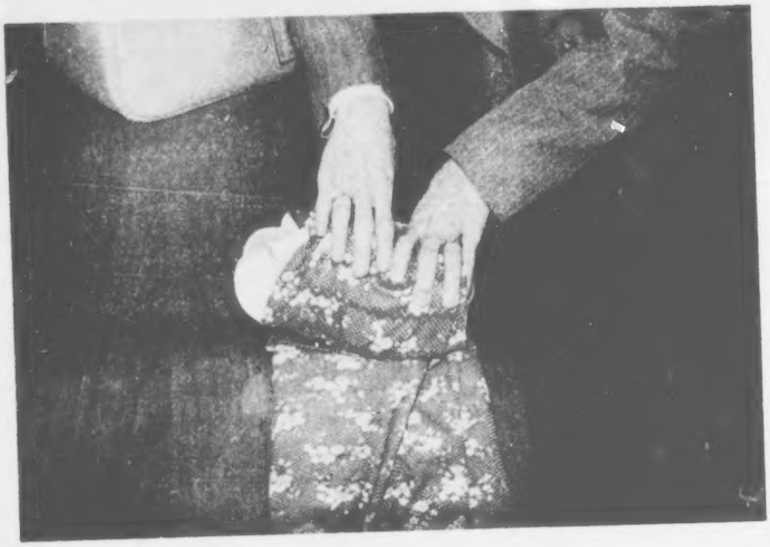
FIGURE 20



JOB SHEET #1

3. Roll (Figure 21)

FIGURE 21



D. Pack one change of clothing

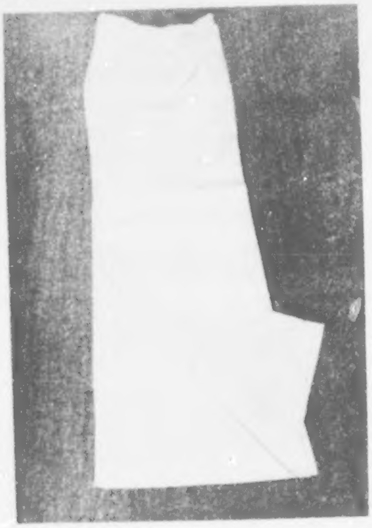
1. Place clothing on flat surface

2. Fold shirts, blouses, and dresses in thirds and roll

(NOTE: Select knits if possible.)

3. Fold slacks lengthwise, keeping seams straight (Figure 22)

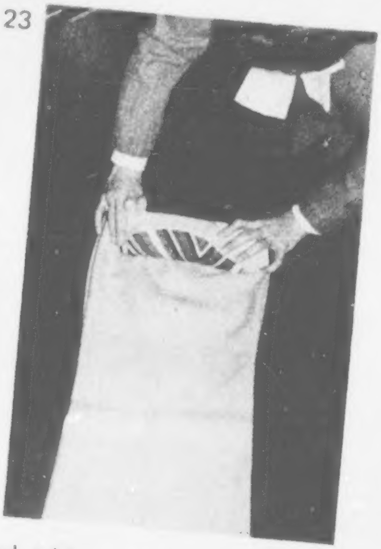
FIGURE 22



JOB SHEET #1

4. Place "roll" at top of slacks and roll before placing in tote bag (Figure 23)

FIGURE 23



E. Attach name and address to handles

F. Use distinctive marking to aid in location of luggage

(NOTE: If traveling in large groups, use same distinctive markings for all luggage in group for easy identification.)

Examples: Ribbons, striped fabric, yarn balls

CLOTHING CARE
UNIT II

JOB SHEET #2--SEW ON A BUTTON

I. Equipment

   A. Garment or a piece of fabric

   B. Button

   C. Pins

   D. Needle

   E. Thread

   F. Scissors

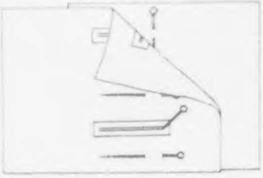
II. Procedure for sewing flat button

   A. Pin the garment closed as if it were buttoned to find the right position for the button

   B. Place a pin at the outer end of the buttonhole into the fabric underneath (Figure 1)

   (NOTE: The center of the button is placed at this point.)

FIGURE 1



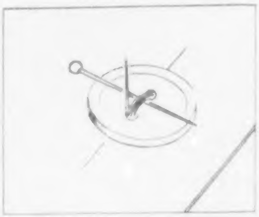
   C. Use heavy thread or buttonhole twist when sewing on button

   D. Make a stitch on right side of fabric where button is to be placed

   E. Bring needle through button and back into fabric (Figure 2)

   (NOTE: Place a pin or toothpick accross top of button to allow for extra "play.")

FIGURE 2

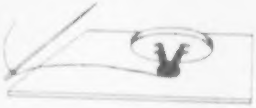


JOB SHEET #2

F. Continue sewing back and forth over pin

G. Remove pin and wind thread firmly around threads under button forming a shank (Figure 3)

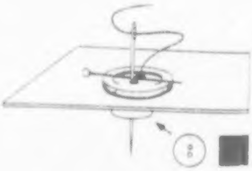
FIGURE 3



H. Draw needle to wrong side of fabric and fasten with several stitches

(NOTE: If button is to be under strain, it should be reinforced by sewing a small square of fabric or a small button on inside of garment under the outside button. See Figure 4.)

FIGURE 4



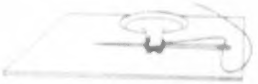
III. Procedure for sewing shank button

A. Bring needle through fabric and shank and then back through fabric

B. Make small stitches

(NOTE: If shank button requires extra "play," sew in same manner as step E above except that the pin is placed directly on fabric underneath the button shank. See Figure 5.)

FIGURE 5



CLOTHING CARE
UNIT II

JOB SHEET #3--REPAIR A GARMENT

(NOTE: To decide which of the repair methods to use, consider size of the rip, hole, or tear; type of fabric damaged; and whether the fabric will be washed or dry-cleaned. Usually, a bigger hole requires a patch for strength. If a patch would be bulky, darning can be used. Tiny holes caused by burns or snags can be darned. Any repair should be done before washing/dry-cleaning. This saves further stress on damaged area.)

I. Equipment

   A. Torn or ripped garment

   B. Fabric of same weight and color

   C. Needle

   D. Thread

   E. Scissors

   F. Iron

II. Procedure for a hemmed patch

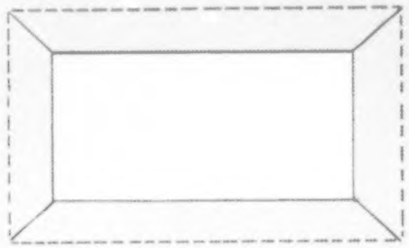
   (NOTE: The hemmed patch is a sturdy one, made by hand or machine. This repair method is often used for blue jeans and other casual clothes.)

   A. Trim the edges of the garment hole or rip to a square shape

      (NOTE: Follow the fabric grain lines.)

   B. Clip a 10-mm (3/8-in) diagonal cut at each corner (Figure 1)

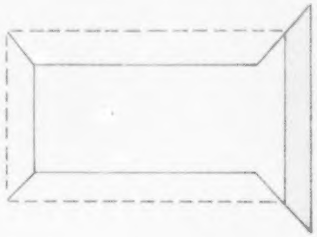
FIGURE 1



JOB SHEET #3

C. Turn the edges under to the wrong side, tucking the diagonal cuts under (Figure 2)

FIGURE 2



D. Press these opening edges flat carefully; AVOID STRETCHING THE FABRIC

E. Cut a patch about 2.5 cm (1 in) larger than the hole on all sides

(NOTE: Cut a patch from the same fabric as the garment or from one of the same weight and texture. Match any plaids or patterns.)

F. Baste the patch into place with both fabrics right side up and the patch under the garment

G. Hem the folded edges of the hole to the patch with a hemming stitch

H. Stitch very close to the corners to prevent any tearing of the diagonal cuts

I. Turn the garment wrong side out and fold under the raw edges of the patch about 10 mm (3/8 in)

J. Trim the corners so that the turned edges lie flat

K. Sew the edges in place using careful hemming stitches or stitch witchery so that they will not show on the garment's right side, unless it does not matter

CLOTHING CARE
UNIT II

JOB SHEET #4--REPLACE A HEM

I. Equipment

- A. Garment with hem needing repair
- B. Scissors
- C. Thread and needle
- D. Pins

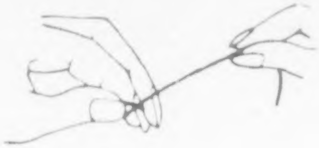
II. Procedure

A. Make a knot in thread for hand sewing

(NOTE: Length of thread from fingertip to elbow is a good guide!)

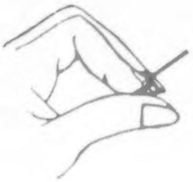
1. Cut thread approximately 27 cm (32 in)
2. Wind the thread around the end of the index finger (Figure 1)

FIGURE 1



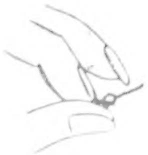
3. Roll the thread tightly between the thumb and first finger (Figure 2)

FIGURE 2



4. Slip the loop off the end of the finger (Figure 3)

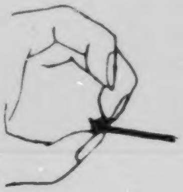
FIGURE 3



JOB SHEET #4

5. Make a small knot by drawing the thread tightly (Figure 4)

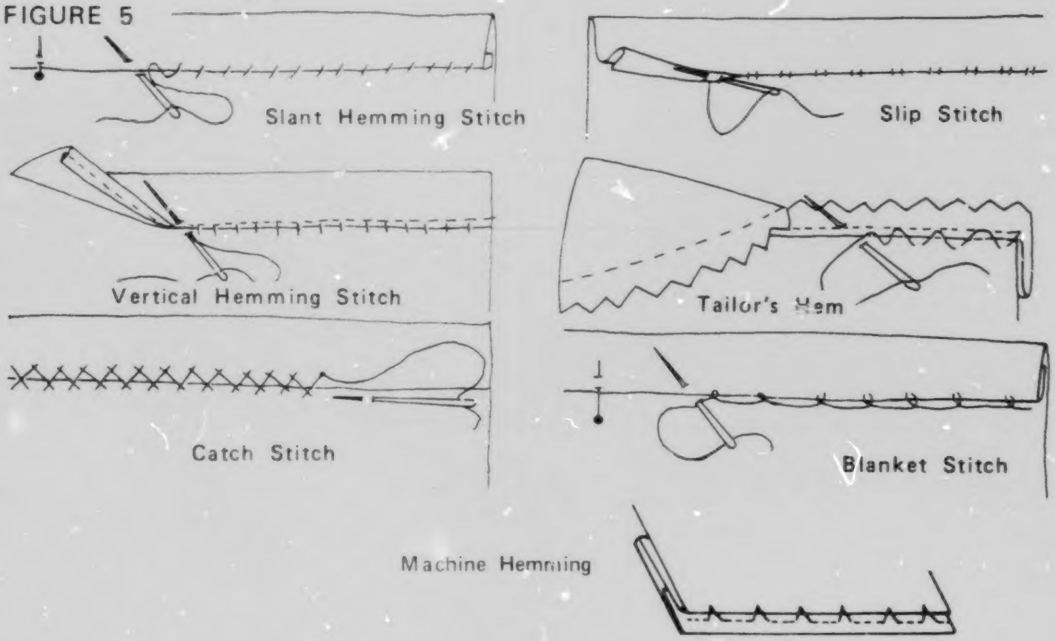
FIGURE 4



B. Select appropriate hemming stitch (Figure 5)

Examples:

FIGURE 5


Slant Hemming Stitch
Slip Stitch
Vertical Hemming Stitch
Tailor's Hem
Catch Stitch
Blanket Stitch
Machine Hemming

C. Complete hemming stitch

D. Press

CLOTHING CARE
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Steps taken to repair or improve clothing

_____b. Fabrics that are made entirely from chemicals

_____c. Chemical finish applied to a fabric to reduce or end the need to press or iron a garment

_____d. Repair made with an extra piece of fabric sewn over the hole or rip to replace or strengthen the bad area

_____e. Fabrics made from two or more different types of fibers

_____f. Colors capable of being cleaned or washed without fading or "running"

_____g. Cleaning clothing with a chemical instead of with water

_____h. Colors that fade or "run" during dry cleaning or washing

_____i. Fabrics made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

_____j. Repair made with threads or yarns worked into the fabric weave or knit

_____k. Step taken before garment is laundered or dry-cleaned to treat heavy soil or spots in garments so that they will be removed during the actual washing

1. Colorfast
2. Noncolorfast
3. Pretreating
4. Synthetics
5. Natural fabric
6. Durable-press
7. Dry cleaning
8. Mending
9. Darn
10. Patch
11. Blends

2. Name two methods/sources for cleaning clothing.

   a. ______________________________

   b. ______________________________

3. Select from the list below factors that determine method of cleaning care for clothing. Place an "X" in the appropriate blanks.

   ______a. Weight of fabric

   ______b. Feeling the fabric

   ______c. Hangtags and labels on clothes

   ______d. Washing-machine instruction booklets

   ______e. Manager and/or worker at dry-cleaning business

   ______f. Fabric references in textbooks

4. Arrange in order machine laundry steps. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

   ______a. Select water temperature

   ______b. Pretreat soiled areas

   ______c. Select detergent and other laundry aids

   ______d. Sort clothes

   ______e. Load clothes in machine

   ______f. Dry clothes

5. Name three factors that affect laundry sorting groups.

   a. ______________________________

   b. ______________________________

   c. ______________________________

6. Classify sorted laundry loads as to proper water temperatures. Place an "H" for the laundry load requiring hot water, a "W" for the laundry load requiring warm water, and a "C" for the laundry load requiring cold water.

   ______a. Lightly soiled durable-press or wash and wear

   ______b. Sturdy whites/colorfast pastels

   ______c. Nylons, polyesters, acrylics

   ______d. Noncolorfast colors

______e. Very delicate colors and fabrics

______f. Washable silks and washable woolens

______g. Heavily soiled durable-press, wash and wear, and work clothes

______h. Very lightly soiled fabrics

7. Match the laundry products on the right to the correct definitions/descriptions. Place the appropriate numbers in the blanks provided.

______a. Used for general laundry and normal soils

______b. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes

______c. Used for sensitive colors, synthetics, and light soils

______d. Used as a strong aid for whitening clothes, removing stains, and disinfecting

______e. Used to give added body to cottons and keep them clean longer

______f. Mild cleaning product usually made from animal fat

______g. Used for delicate clothes and light soils

______h. Used for heavily soiled clothing and hot water washing

1. Mild detergent
2. All-purpose/all temperature
3. Cold water detergent
4. Heavy duty detergent
5. Soap
6. Bleach
7. Fabric softener
8. Starch

8. Select from the list below guidelines for proper ironing procedures. Place an "X" in the appropriate blanks.

______a. Check the temperature setting

______b. Use dry iron when possible

______c. Be sure the iron and ironing board cover are clean

______d. Begin with body areas and then press or iron small and/or doubled areas

9. Select an appropriate cleaning care method for clothing.

10. Sort laundry into loads.

11. Prepare clothing for laundry.
12. Remove stains from fabric and/or clothing.
13. Organize storage for clothing.
14. Demonstrate the ability to:
    - a. Pack clothing.
    - b. Sew on a button.
    - c. Repair a garment.
    - d. Replace a hem.

(NOTE: If activities 9-14 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CLOTHING CARE
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (11 points)

   a. 8

   b. 4

   c. 6

   d. 10

   e. 11

   f. 1

   g. 7

   h. 2

   i. 5

   j. 9

   k. 3

2. (2 points)

   Any two of the following:

   a. Laundry

   b. Professional dry-cleaning business

   c. Self-service dry-cleaning business

   d. Dry cleaning at home

3. (12 points)

   c, d, e, f

4. (12 points)

   a. 4

   b. 2

   c. 5

   d. 1

   e. 3

   f. 6

5. (3 points)

   a. Color

   b. Soil type

   c. Fabric and fabric finish

6. (16 points)

   a. W   e. C

   b. H   f. C

   c. W   g. H

   d. W   h. C

7. (16 points)

   a. 2   e. 8

   b. 7   f. 5

   c. 3   g. 1

   d. 6   h. 4

8. (8 points)

   a, c

9. Evaluated to the satisfaction of the instructor (10 points)

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (10 points)

13. Evaluated to the satisfaction of the instructor (15 points)

14. Performance skills evaluated to the satisfaction of the instructor

    a. (20 points)

    b. (15 points)

    c. (15 points)

    d. (15 points)

SECTION F
FOODS

MEAL PLANNING AND TABLE SERVICE
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan/select a nutritious diet, serve food appropriately, and use appropriate table manners. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meal planning and table service to the correct definitions.
2. Name factors which influence personal food habits.
3. Name four reasons the body needs food.
4. Distinguish between guidelines for good nutrition and poor nutrition.
5. Match nutrients to their functions.
6. Complete a chart on the basic four food groups, recommended servings, primary sources, and nutrients.
7. State two goals of menu/meal planning.
8. Name factors to consider in menu/meal planning.
9. Select from a list ways to give a menu/meal variety.
10. Match types of table service to the correct descriptions.
11. Survey food habits and preferences.
12. Evaluate personal food habits.
13. Classify food sources according to nutritive value.
14. Evaluate menus.
15. Plan menus.
16. Select tableware needed for given menus.

17. Demonstrate the ability to:

    a. Arrange basic table settings.

    b. Use appropriate table manners.

586 a

MEAL PLANNING AND TABLE SERVICE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, assignment, and job sheets.

   C. Discuss unit and specific objectives.

   D. Provide student with assignment and job sheets.

   E. Discuss information, assignment, and job sheets.

   F. Recommend that students complete "BEFORE" part of Assignment Sheet #3 before beginning unit.

   G. Suggest that student(s) report on articles concerning teenage eating habits or nutrition for a home experience.

   H. Have students list menus that they would like to serve for one week. Have them prepare a menu for home experience.

   I. Demonstrate planning and preparation of nutritious snacks and explain their part in a balanced diet.

   J. Use comparison cards from the National Dairy Council to show relative food values of familiar foods.

   (NOTE: Obtain comparison cards and other educational material by writing Oklahoma Dairy Products Institute, 129 N.W. 44, Oklahoma City, Oklahoma 73118.)

   K. Invite a resource person (e.g., dietitian, nutritionist) to speak about food service careers and/or importance of good nutrition.

   L. Have students collect pictures of menus/meals and tablesettings from magazines. Evaluate these examples in terms of unit information.

   M. Provide tableware for students to complete Assignment Sheet #7 and Job Sheet #1. Bring in new patterns if possible.

   N. Check past issues of *Illinois Teacher* for additional teaching techniques.

   (NOTE: A subscription is available by writing *Illinois Teacher*, 351 Education Building, University of Illinois, Urbana, Illinois 61801.)

O. Give test.

P. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Survey Food Habits and Preferences

2. Assignment Sheet #2--Evaluate New Taste Sensations

3. Assignment Sheet #3--Evaluate Personal Food Habits

4. Assignment Sheet #4--Classify Food Sources According to Nutritive Value

5. Assignment Sheet #5--Evaluate Menus

6. Assignment Sheet #6--Plan Menus

7. Assignment Sheet #7--Select Tableware Needed for Given Menus

D. Answers to assignment sheets

E. Job sheets

1. Job Sheet #1--Arrange Basic Table Setting

2. Job Sheet #2--Use Appropriate Table Manners

F. Test

G. Answers to test

III. Unit references:

A. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

B. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs: Prentice-Hall Inc., 1972.

C. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

D. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

E. McDermott, Irene E., and Nicholas, Florence W. 7th ed. *Homemaking for Teenagers: Book I.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

F. Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

G. *Shine When You Dine.* Costa Mesa, CA: Franklin Clay Films, 1976.

IV. Additional references:

A. "Pop and Swap." This card game is available from Pillsbury Co., Pillsbury Bldg., Minneapolis, MN 55402.

B. *Teaching Nutrition Among Disadvantaged Youth and Adults.* Available from Dr. Reba J. Davis, University of Arkansas, Fayetteville, Arkansas 72701.

C. "Food for Life: The Basic Four." Filmstrip kit designed to help teach food consumerism and nutrition. Available from Tupperware Home Parties, Educational Services, Orlando, FL 32802. Cost: $13.50.

D. "Nourish." Card game designed to create an awareness of the nutritional value of food. Instructional booklet gives directions for fourteen different games. Available from Fun With Food, P.O. Box 954, Belmont, CA 94002.

E. *Meal Planning Guide.* Pamphlets available from Office of Consumer Affairs, Grocery Products Division, PET Incorporated, 400 South Fourth Street, St. Louis, MO 63166.

F. *All Pork Needs Is a Little Understanding.* Packet contains educational material plus large chart with nutrients included in this unit. Available from National Pork Council, 4715 Grand Avenue, Des Moines, Iowa 50312.

MEAL PLANNING AND TABLE SERVICE
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Nutrients--Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth

  B. Nutrition--Science or study of food and way body uses it for growth and maintenance

  C. Basic four food groups--Simple guide to help select food and plan nutritious meals

  D. Serving--Amount of food to be eaten at one time

  E. Menu--List of foods for specific meals

  F. Meal--Portion of food taken at one time to satisfy appetite and provide nutrients

  G. Snack--Portion of food eaten between regular meals

  H. Balanced diet--Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs

  I. Diet--Food and liquid eaten each day

  J. Table service--Way in which foods are served at meals

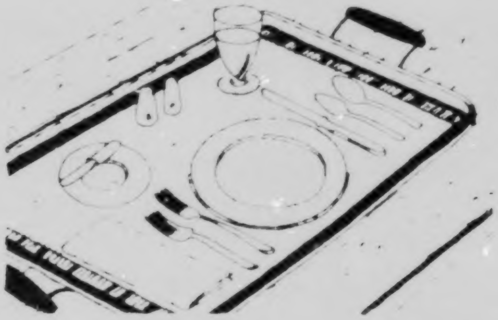
  Examples: Buffet, family-style

  K. Tableware--Eating and serving utensils

  Examples: Dinnerware, glassware, flatware

  L. Cover--Place setting for each person

  Example:



  M. Ethnic--Customs/habits of racial, religious, or national group

INFORMATION SHEET

II. Factors which influence personal food habits (Assignment Sheets #2 and #3)

A. Family

B. Friends

C. Media

Examples: Television, magazines, radio, newspapers, billboards

D. Meals

E. Snacks

F. Income

G. Attitude

H. Values

I. Geographic location

J. Climatic condition

K. Knowledge

L. Likes and dislikes

M. Personal appearance

N. Involvement in sports

O. Social status

P. Advertisements

Q. Ethnic background

III. Reasons the body needs food

A. Growth

B. Repair and maintenance

C. Energy

D. Regulation of body processes

Examples: Digestion, blood circulation, elimination, breathing, heartbeat

INFORMATION SHEET

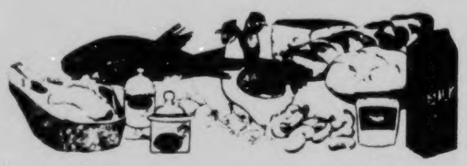
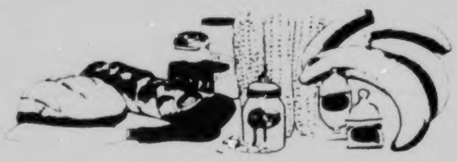
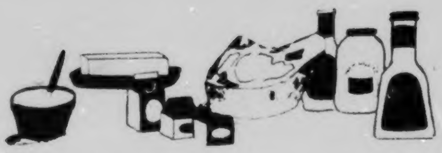
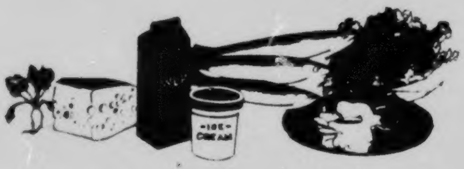
IV. Guidelines for good nutrition and poor nutrition

	Good Nutrition	Poor Nutrition
General Health	Excellent; disease and infections not severe; recovers quickly	Susceptible to infections; recovers more slowly from disease or infections
Appetite	Good	Poor to fair
Energy	Full of life; able to get work done without undue fatigue; recovers from fatigue quickly	Tires easily and quickly; recovers slowly
Eyes	Bright and clear; sparkling	Bloodshot; dark circles; puffy; hollow
Body	Attractive: bones straight and strong; weight normal for height and age; flat abdomen	Defects; underweight or overweight; bones misshapen in one or more places; weak; sagging abdomen
Muscles	Firm, well-developed	Flabby, underdeveloped, small
Teeth	Enamel hard and smooth	Many cavities
Gums	Firm; resistant to sores or bleeding; pink color	Spongy; subject to sores and bleeding; too red or too pale
Skin	Firm, smooth; healthy, pinkish color	Blemished; pale, unhealthy color
Disposition	Good-natured; happy attitude	Irritable, bored, listless; poor ability to concentrate

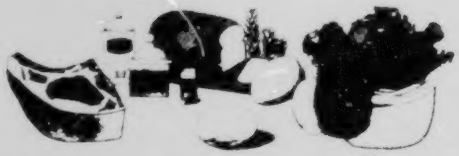
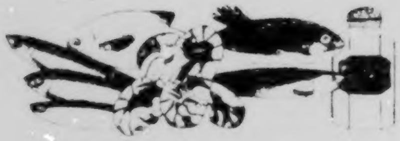
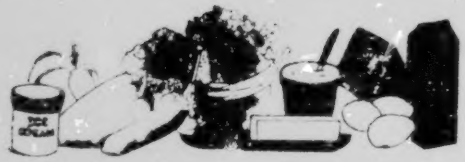
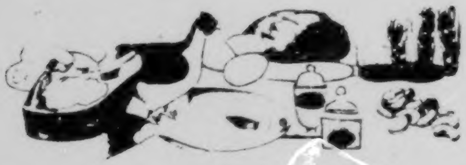
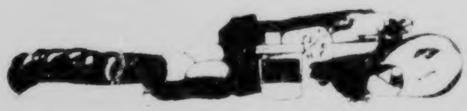
INFORMATION SHEET

V. Nutrients and their functions

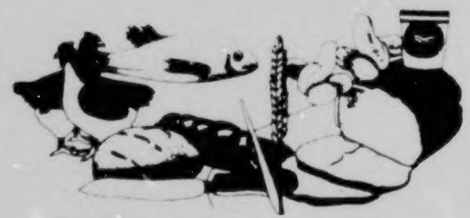
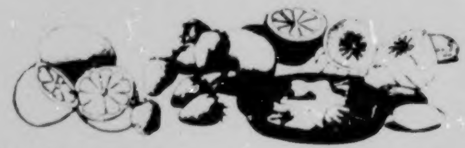
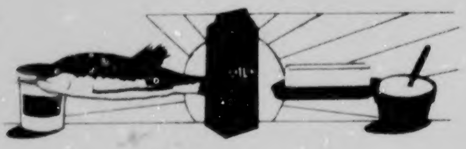
(NOTE: Water is considered a nutrient by some authorities.)

Nutrients	Functions
Proteins 	Growth Building and repairing body tissues Fighting infection Energy
Carbohydrates (sugars and starches) 	Energy
Fats 	Energy Essential fatty acids Carrying fat-soluble vitamins A, D, E, K
Calcium and phosphorous 	Building bones and teeth Clotting blood Helping muscles and nerves work Regulating the use of other minerals in the body

INFORMATION SHEET

Nutrients	Functions
Iron 	Making hemoglobin, the red substance in the blood that carries oxygen to the cells Prevents anemia
Iodine 	Necessary for proper functioning of thyroid gland Prevents some forms of goiter
Vitamin A 	Clear, smooth skin Protecting against night blindness Resisting infection Growth and development
Thiamine 	Normal appetite and digestion Healthy nervous system Preventing irritability Releasing energy from food Utilizing other nutrients
Riboflavin 	Helping cells use oxygen Releasing energy from food Clear vision Healthy eyes, skin, tongue, and lips

INFORMATION SHEET

Nutrients	Functions
Niacin 	Healthy nervous system Healthy skin, mouth, tongue, and digestive tract Helping cells to use other nutrients
Vitamin C (ascorbic acid) 	Holding body cells together Firm, healthy gums Resisting infection Healing wounds
Vitamin D ("the sunshine vitamin") 	Helping the body use calcium and phosphorous Preventing rickets

INFORMATION SHEET

VI. Basic four food groups, recommended servings, primary sources, and nutrients (Assignment Sheets #1 and #4)

BASIC FOOD GROUPS	RECOMMENDED SERVINGS	PRIMARY SOURCES	NUTRIENTS
Milk	Children and teens, 3-4 servings; adults, 2 or more servings Examples: 250 mL (8 oz) milk; 125 mL (1/2 c) cottage cheese = 87 mL (1/3 c) milk; 125 mL (1/2 c) ice cream = 62.5 mL (1/4 c) milk	Dairy products	Protein, calcium, riboflavin, vitamins A and D
Meat	2 or more servings Examples: 57-84 g (2-3 oz) boneless cooked meat, fish, or poultry; 2 eggs; 250 mL (1 c) cooked dry beans or peas; 60 mL (4 T) peanut butter	Beef, lamb, liver, pork, veal, poultry, fish, eggs	Protein, iron, thiamine, riboflavin, niacin
Fruit/ vegetables	4 or more servings Examples: 1 serving of a citrus fruit or juice or tomato; 1 serving of a dark green or deep yellow vegetable or fruit; 2 or more servings of other vegetables and fruit, including potatoes	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas	Ascorbic acid, vitamin A, some iron, calcium
Bread/ cereals	4 or more servings Examples: 1 slice of bread; 28.3 g (1 oz) ready-to-eat cereal; 125-187.5 mL (1/2-3/4 c) cooked cereal, cornmeal, macaroni, rice, grits, noodles, or spaghetti	Rice, pasta, bread, cereals, rolls, biscuits	Thiamine, riboflavin, niacin, carbohydrates, iron, limited amounts of protein

INFORMATION SHEET

VII. Goals of menu/meal planning (Assignment Sheets #5 and #6)

   A. Adequate nutrition

   B. Appetite appeal

VIII. Factors to consider in menu/meal planning (Assignment Sheets #5 and #6)

   A. Available food

   B. Variety

   C. Cost of food

   D. Time needed for preparation

   E. Equipment needed for preparation

   F. Method of preparation

   G. Use of make-overs (leftovers)

IX. Ways to give a menu/meal variety (Assignment Sheets #5 and #6)

   A. Color contrast

   (NOTE: Use a combination of two or more colors. Take advantage of the natural colors of foods. Use colors which go well together. Contrasting color in food will add interest and enhance the appearance of the food.)

   B. Flavor

   (NOTE: Avoid serving foods with similar flavors, such as broccoli, cabbage, and brussels sprouts or too many sweet, sour, or highly seasoned foods at the same time.)

   C. Size and shape

   (NOTE: Foods naturally have different shapes, e.g., round peas, long and slender green beans. Foods can be prepared to have different shapes, e.g., cubed, shredded, sliced. Variety of shapes and sizes adds interest, is more pleasing to the eye, and is more appetizing.)

   D. Texture

   (NOTE: Select foods which are crisp, crunchy, hard, soft, and tender for additional eating pleasure. Too many foods of the same texture, whether soft or crisp, will detract from the meal.)

INFORMATION SHEET

E. Temperature

(NOTE: A good rule to follow is to include something hot in a cold meal and something cold in a hot meal. Serve hot foods HOT and cold foods COLD.)

F. Method of preparation

(NOTE: Creamed shrimp, creamed potatoes, and creamed peas served at the same time would only make the meal monotonous, as would fried sausage, fried potatoes, and fried eggplant.)

X. Types of table service (Assignment Sheet #7, Job Sheet #1)

A. Family style--Dinner plates are put at each person's place; main foods are in serving dishes on the table and passed around table from person to person for self-service

(NOTE: All foods should either be cut into individual servings or be the kind that are easily self-served, e.g., beef stew.)

B. Plate service--Food is served from the kitchen on each person's plate, brought to table, and put in front of each person

C. Head-of-table service--Food is served onto individual's plate by the host or hostess and passed to family members and guests

D. Buffet service--China, silverware, napkins, serving dishes, and food are put on the table and people help themselves; no place settings are needed

(NOTE: The kinds of foods you choose for a buffet should be ones that are easily served and eaten.)

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #1--SURVEY FOOD HABITS AND PREFERENCES

Directions to the interviewer: As you ask questions 1 through 5 in PART A, record responses given. For PART B write the person's responses beneath each question. Collect responses from three very different people, such as a small child, a teenager, an adult, an older adult. Use one interview sheet for each person. The responses will be tabulated and discussed in class.

PART A

Personal data

1. Age ____ 2. ( ) Male ( ) Female 3. ( ) Married ( ) Single

4. I grew up in a ( ) family with more than two brothers and sisters, ( ) family with one or two brothers or sisters, ( ) no other children.

5. We live in a neighborhood where the people are ( ) nearly all from the same ethnic background, ( ) mostly from the same background, ( ) from a wide mixture of backgrounds.

PART B

Survey questions

1. What are your three favorite foods? Why do you prefer these foods?

Food	Reasons

2. What three foods do you dislike most? Why do you dislike these foods?

Food	Reasons

3. What meal do you never skip?

Breakfast _____ Lunch _____ Dinner _____ Other ____________

Why? ____

ASSIGNMENT SHEET #1

4. What meal do you skip frequently?

Breakfast _____ Lunch _____ Dinner _____ Other _____________

Why? ____

5. Do you snack between meals? When? What is your favorite snack?

____

____

____

____

6. What do you choose to eat in restaurants? How is that different from what you eat at home?

____

____

____

____

7. What are some of your family's traditional/ethnic foods? How often do you eat these foods?

____

____

____

____

8. Are the cooking and kitchen jobs shared in your family? Who does what jobs? Which jobs do you do?

____

____

____

____

9. What is your favorite dietary method of controlling your weight?

____

____

ASSIGNMENT SHEET #1

PART A

Personal data

1. Age ____ 2. ( ) Male ( ) Female 3. ( ) Married ( ) Single

4. I grew up in a ( ) family with more than two brothers and sisters, ( ) family with one or two brothers or sisters, ( ) no other children.

5. We live in a neighborhood where the people are ( ) nearly all from the same ethnic background, ( ) mostly from the same background, ( ) from a wide mixture of backgrounds.

PART B

Survey questions

1. What are your three favorite foods? Why do you prefer these foods?

Food	Reasons

2. What three foods do you dislike most? Why do you dislike these foods?

Food	Reasons

3. What meal do you never skip?

Breakfast _____ Lunch _____ Dinner _____ Other _____________

Why? ____

4. What meal do you skip frequently?

Breakfast _____ Lunch _____ Dinner _____ Other _____________

Why? ____

ASSIGNMENT SHEET #1

5. Do you snack between meals? When? What is your favorite snack?

6. What do you choose to eat in restaurants? How is that different from what you eat at home?

7. What are some of your family's traditional/ethnic foods? How often do you eat these foods?

8. Are the cooking and kitchen jobs shared in your family? Who does what jobs? Which jobs do you do?

9. What is your favorite dietary method of controlling your weight?

ASSIGNMENT SHEET #1

PART A

Personal data

1. Age ____ 2. ( ) Male ( ) Female 3. ( ) Married ( ) Single

4. I grew up in a ( ) family with more than two brothers and sisters, ( ) family with one or two brothers or sisters, ( ) no other children.

5. We live in a neighborhood where the people are ( ) nearly all from the same ethnic background, ( ) mostly from the same background, ( ) from a wide mixture of backgrounds.

PART B

Survey questions

1. What are your three favorite foods? Why do you prefer these foods?

Food	Reasons

2. What three foods do you dislike most? Why do you dislike these foods?

Food	Reasons

3. What meal do you never skip?

Breakfast _____ Lunch _____ Dinner _____ Other ______________

Why? ____

4. What meal do you skip frequently?

Breakfast _____ Lunch _____ Dinner _____ Other ______________

Why? ____

ASSIGNMENT SHEET #1

5. Do you snack between meals? When? What is your favorite snack?

____

____

____

____

6. What do you choose to eat in restaurants? How is that different from what you eat at home?

____

____

____

____

7. What are some of your family's traditional/ethnic foods? How often do you eat these foods?

____

____

____

____

8. Are the cooking and kitchen jobs shared in your family? Who does what jobs? Which jobs do you do?

____

____

____

____

9. What is your favorite dietary method of controlling your weight?

____

____

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #2--EVALUATE NEW TASTE SENSATIONS

Select at least five foods you have never tasted and give them a taste test.

List each food. Describe how it was prepared or served. Rate it for appearance, taste, and nutritive value. Use the following rating scale: excellent, good, fair, poor, very poor.

Since each food can be used in a variety of ways, brainstorm ways to incorporate the foods into your diet. List your suggestions on the back of this sheet.

FOOD	PREPARATION	APPEARANCE	TASTE	NUTRITIVE VALUE
#1				
#2				
#3				
#4				
#5				

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #3--EVALUATE PERSONAL FOOD HABITS

A habit is a practice which has been done so frequently that it becomes automatic. Your food choices are largely the result of your eating habits. You have learned these food habits from your family and friends. After completion of this unit, you may decide that some of your food habits need changing. If you do decide this, you will not change overnight into a person bursting with good health. You may notice an increase in energy. However, remember that it took many years to make you as you are now. It will take a while to undo the effects of poor eating habits and to improve your well-being.

Consider what you ate yesterday. Answer the questions below BEFORE beginning this unit. Then, answer the questions AFTER completing the entire food and nutrition section. Does the check sheet show a trend in your food habits?

		Score Yourself	BEFORE	AFTER
Vegetables	1 serving	10		
Deep green or deep yellow vegetables (broccoli, carrots, or other foods rich in Vitamin A)	1 serving	10		
Fruit	1 serving	10		
Oranges, grapefruit, tomatoes, or other foods rich in vitamin C	1 serving	10		
Milk and milk products	3-4 servings	10		
Meat, eggs, poultry, fish, peanut butter, or other foods rich in protein	2 servings	10		
Breads or cereal	4 servings	10		
Fats, margarine, butter	1 T	10		
3 balanced meals		20		
	Total	100		

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #4--CLASSIFY FOOD SOURCES ACCORDING TO NUTRITIVE VALUE

Selecting foods and planning meals without thought for nutrition is like trying to ride to Miami on a merry-go-round. It is fun, but frivolous since you never get where you want to go.

Certainly there is no more basic reason for eating in the first place than to nourish the body. With knowledge of the basic four food groups and the basic nutrients and their functions, anyone can do a skillful nutritional balancing act.

Use the information sheet and textbooks in the home economics room to classify the foods in the list according to the primary nutrients each contains.

FOOD NUTRIENT

1. Orange juice ____________________
2. Chocolate milk ____________________
3. Carrots ____________________
4. Green beans ____________________
5. Corn ____________________
6. Peanut butter sandwich ____________________
7. Macaroni and cheese ____________________
8. Egg ____________________
9. Cottage cheese ____________________
10. Ice cream ____________________
11. Hamburger ____________________
12. Hot dog with chili ____________________
13. Pork chop ____________________
14. Candy bar ____________________
15. Soft drink ____________________
16. Potato chips ____________________

ASSIGNMENT SHEET #4

17. Fried chicken ______________________________

18. Coleslaw ______________________________

19. Pizza ______________________________

20. Baked custard ______________________________

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #5--EVALUATE MENUS

Because foods must look good before you are willing to eat them, it is often said that "you eat with your eyes." Pleasing combinations of foods add attractiveness and stimulate your appetite. When you plan or select menus/meals, you should include a variety of foods that will look attractive. Even though you follow the same meal pattern, you can get variety into your meals when you consider color, size, shape, texture, flavor, temperature, and method of cooking. Evaluate the following menus and explain briefly what factors make these menus/meals lack attractiveness, variety, and eye appeal.

(NOTE: What changes could be made to improve the menus?)

1. Baked White Fish
Scalloped Potatoes   Creamed Cauliflower Casserole
Celery
Hot Biscuits   Butter
Vanilla Ice Cream
Milk   Coffee

2. Meatballs
Brussells Sprouts   Boiled Potatoes
Tossed Salad with Cherry Tomatoes
Cloverleaf Rolls
Fruit Cocktail   Chocolate Drop Cookies
Milk   Coffee

3. Broiled Pork Chops
Mashed Sweet Potatoes   Rice
Jello Salad
Biscuits
Applesauce
Milk   Coffee

ASSIGNMENT SHEET #5

4.

Broiled Ham with Pineapple Slice
Broccolli with Cheese Sauce   Potatoes Au Gratin
Cottage Cheese with Pineapple
Biscuits
Peach Shortcake
Milk   Coffee

5.

Baked Salmon
Sunshine Carrots   Sliced Tomatoes
Harvard Beets
Fresh Strawberries
Milk   Coffee

Not only should meals/menus be attractive and stimulate your appetite, but they should also include a variety of nutrients. Evaluate the following meals/menus in terms of nutritive value.

(NOTE: What changes could be made to improve the menus?)

6.

Breakfast	Lunch
Orange Juice	Hot Dog with Chili
Sweet Roll	Coke
Milk Coffee	Candy Bar

Dinner

Fried Chicken
Mashed Potatoes   Succotash
Hot Roll   Butter
Chocolate Pudding   Whipped Cream
Iced Tea

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #6--PLAN MENUS

A meal pattern serves as a blueprint or guide that reminds you to include certain types of foods in your meals. When you do not follow a guide, it is easy to omit certain essential foods, such as milk, vegetables, or fruits. Meal patterns help you arrange the foods from the basic four food groups into meals. Well-planned meals include at least one food from each of the basic four food groups.

No single meal will provide all your nutritional needs, but the meals for an entire day can supply these needs when you plan them well. The following meal patterns will help you to select or plan good meals.

BREAKFAST PATTERN

Fruit (citrus often)
Main dish (cereal and/or egg, waffles, hamburger)
Bread
Milk or other beverage

LUNCH OR SUPPER PATTERN

Main dish (protein food in casseroles, soups, salads, and sandwiches)
Vegetable and/or fruit
Milk or other beverage

DINNER PATTERN

Main dish (meat, poultry, fish, or other protein)
Two vegetables (or vegetable and a fruit)
Salad
Bread
Milk or other beverage

(NOTE: Dessert can be added.)

To use the meal patterns, you need only to make a selection from the type of food suggested. As you select foods to complete your meals/menus, include the requirements listed in the basic four food groups. Using these guidelines, your information sheet, textbooks, and recipe books in the home economics department, plan meals for two days to meet nutritional needs.

(NOTE: Avoid overuse of sauces, repetition of ingredients, and duplication of dishes in the same week. Use seasonal foods and traditional holiday foods.)

MEAL PLANNING AND TABLE SERVICE
UNIT I

ASSIGNMENT SHEET #7--SELECT TABLEWARE NEEDED FOR GIVEN MENUS

A few simple rules for table settings serve as a guide for most occasions. Common practices for table setting and food service have developed because they make sense. Tableware is placed on the table to make the meal easy to serve and easy to eat.

(NOTE: At any meal, the pieces used are dictated by the food to be served; therefore, check the menu and how each food is to be served before setting any table. Set only the pieces of flatware which will be used for the meal.)

Select tableware for each of the three menus printed. Then list the tableware in the space provided below.

BREAKFAST

Apricot Nectar
Bran Muffins Butter
Sausages
Milk Coffee

LUNCH

Leftover Beef Stew
Hot Cheese Biscuits Butter
Radishes
Peanut Butter Cookies
Milk Tea

DINNER

Braised Pork Chops
Baked Yams
Buttered Brussels Sprouts
Waldorf Salad
Corn Muffins
Baked Custard
Milk Coffee

BREAKFAST ____

____

LUNCH ____

____

DINNER ____

____

MEAL PLANNING AND TABLE SERVICE
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

1. Vitamin C, thiamine, and vitamin A
2. Protein, calcium, riboflavin, vitamin A, thiamine, niacin
3. Vitamin A, vitamin C (ascorbic acid)
4. Vitamin C and fair source for vitamin A
5. Carbohydrate
6. Protein, iron, thiamine, riboflavin, niacin
7. Protein, calcium, iron, vitamin A, thiamine, riboflavin, niacin
8. Protein, iron, vitamin A, riboflavin, thiamine, niacin
9. Protein, calcium, riboflavin, niacin
10. Fair source for protein, calcium, vitamin A, riboflavin, niacin
11. Protein, iron, thiamine, riboflavin, niacin
12. Protein, iron, thiamine, riboflavin, niacin
13. Protein, iron, thiamine, riboflavin, niacin
14. Carbohydrates
15. Nothing except carbohydrates
16. Small amounts of niacin, thiamine, and vitamin C (ascorbic acid)
17. Protein, iron, riboflavin, niacin
18. Excellent source for Vitamin C
19. Protein, calcium, riboflavin, vitamin C, and small amounts of iron, vitamin A, thiamine, and niacin
20. Protein, calcium, vitamin A, riboflavin, niacin

Assignment Sheet #5

1. Foods have little or no color contrast; texture is primarily soft and both vegetables are creamed
2. Menu has overused the round shape and the size of the round balls is very similar
3. Texture of foods is primarily soft
4. Overuse of pineapple; too much yellow; poor use of cooking methods, e.g., too many sauces; texture of menu foods is primarily soft
5. Poor color contrast, e.g., too many reds
6. Shortage of milk for a teenager or child by two servings, vegetable or fruit by one, and bread/cereal group by one serving; meat is adequate

Assignment Sheet #6

Evaluated to the satisfaction of the instructor

Assignment Sheet #7

Breakfast-Knife, fork, spoon

Lunch--Spoon

Dinner--Knife, fork, spoon

MEAL PLANNING AND TABLE SERVICE
UNIT I

JOB SHEET #1--ARRANGE BASIC TABLE SETTING

(NOTE: Guidelines for basic table settings will vary with different authorities.)

I. Materials

   A. Tablecover (placemats or tablecloth)

   B. Centerpiece

   C. Tableware

II. Procedure

   A. Flatware (Figures 1 and 2)

      1. Arrange knives, forks, and spoons in the order in which they are to be used from the outside toward the plate

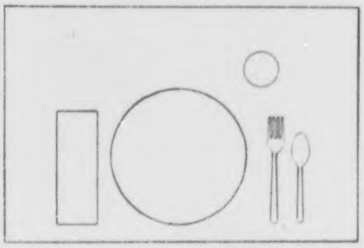
         (NOTE: The pieces to be used first are at the outer edge of the place setting, and pieces to be used last are nearest the plate.)

      2. Place flatware about one inch from the edge of the table

      3. Place knife with the cutting edge toward the plate at the right of the cover

         (NOTE: If no knife is required for the meal, the fork is placed to the right of the cover instead of the left. See Figure 1.)

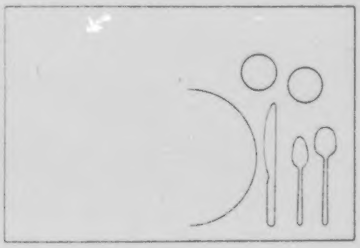
FIGURE 1



JOB SHEET #1

4. Place spoons with the bowls up at the right of the knife (Figure 2)

FIGURE 2

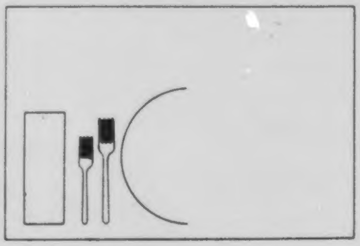


5. Place forks with tines up at the left of the cover

6. Place napkin to the left of the cover (Figure 3)

   (NOTE: Corner should open at the fork.)

FIGURE 3

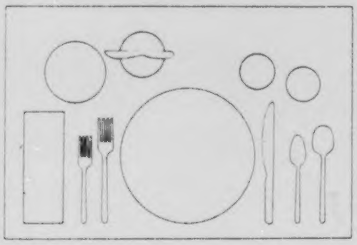


B. Dinnerware

1. Place plate at the center of the cover one inch from edge

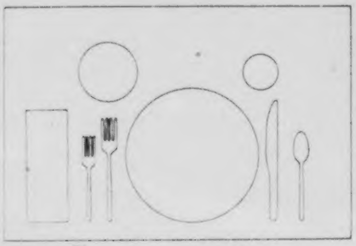
2. Place bread and butter plates at the tip of the fork (Figure 4)

FIGURE 4



3. Place salad plates at the upper left of each cover (Figure 5)

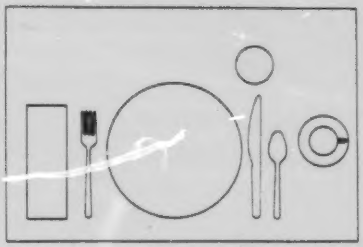
FIGURE 5



JOB SHEET #1

4. Place cup and saucer to the right of the cover (Figure 6)

FIGURE 6



C. Glassware (Figure 6)

1. Place glass just above the knife when one glass is used

2. Place second glass to the right of the first glass when two glasses are used

MEAL PLANNING AND TABLE SERVICE
UNIT I

JOB SHEET #2--USE APPROPRIATE TABLE MANNERS

I. Materials needed--Served meal

II. Procedure:

A. Be careful of your appearance when you come to the table

B. Place napkin on your lap at the beginning of meal

C. Begin eating when everyone has been served

D. Avoid resting arms or elbows on table

E. Ask for food to be passed to you; avoid reaching across table or in front of someone; never spear food with your silverware

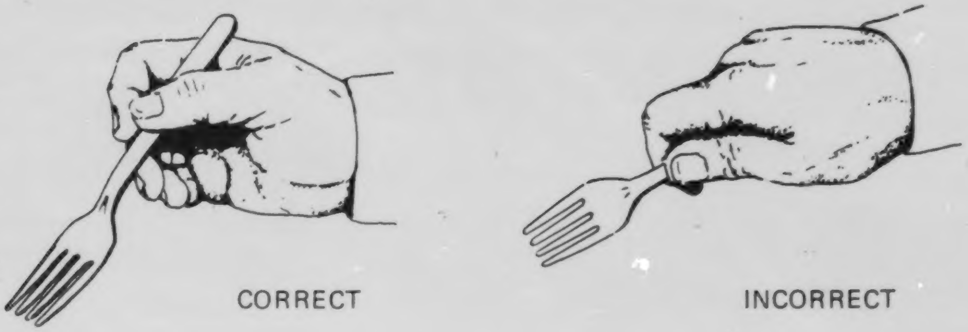
F. Eat slowly; do not gulp

G. Use fork whenever possible

  1. Keep fork on plate when not in use; never prop fork up at side of plate with tines on the plate and the handle resting on table

  2. Hold fork comfortably; never grab it as you would a shovel (Figure 1)

FIGURE 1



CORRECT

INCORRECT

H. Use knife when food is too difficult to cut with a fork

JOB SHEET #2

I. Use spoon for liquids and soft foods

    1. Take food from side of spoon

       (NOTE: Avoid pushing the whole spoon into your mouth.)

    2. Avoid leaving spoon in cup or bowl; put it back on plate

J. Select relishes from tray with fingers; place food on your bread and butter plate

   (NOTE: Use spoon or fork if provided on relish tray.)

K. Break bread into small pieces; butter a small piece at a time

L. Place fork and knife across center of plate to indicate you have finished meal

M. Blot your mouth with napkin; place napkin neatly beside plate

MEAL PLANNING AND TABLE SERVICE
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Place setting for each person

______b. Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth

______c. Eating and serving utensils

______d. Science or study of food and way body uses it for growth and maintenance

______e. Way in which foods are served at meals

______f. Simple guide to help select food and plan nutritious meals

______g. Food and liquid eaten each day

______h. Amount of food to be eaten at one time

______i. Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs

______j. List of foods for specific meals

______k. Portion of food eaten between regular meals

______l. Portion of food taken at one time to satisfy appetite and provide nutrients

______m. Customs/habits of a racial, religious, or national group

1. Snack
2. Nutrients
3. Cover
4. Balanced diet
5. Nutrition
6. Tableware
7. Ethnic
8. Basic four food groups
9. Table service
10. Serving
11. Menu
12. Meal
13. Diet

2. Name five factors which influence personal food habits.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Name four reasons the body needs food.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Distinguish between guidelines for good nutrition and poor nutrition. Place a "G" for good nutrition and a "P" for poor nutrition in the appropriate blanks.

______a. Skin--Firm, smooth; healthy, pinkish color

______b. Eyes--Bright and clear; sparkling

______c. Energy--Full of life; able to get work done without undue fatigue; recovers from fatigue quickly

______d. Teeth--Many cavities

______e. Gums--Spongy; subject to sores and bleeding; too red or too pale

______f. Appetite--Good

______g. Disposition--Good-natured; happy attitude

______h. General health--Excellent; disease and infections not severe; recovers quickly

______i. Body--Defects; underweight or overweight; bones misshapen in one or more places; weak; sagging abdomen

______j. Eyes--Bloodshot; dark circles; puffy; hollow

______k. Teeth--Enamel hard and smooth

______l. Skin--Blemished; pale, unhealthy color ______m. Muscles--Firm, well-developed

______n. Gums--Firm; resistant to sores or bleeding; pink color

______o. Energy--Tires easily and quickly; recovers slowly

______p. General health--Susceptible to infections; recovers more slowly from disease or infections

______q. Disposition-Irritable, bored, listless; poor ability to concentrate

______r. Body--Attractive; bones straight and strong; weight normal for height and age; flat abdomen

______s. Appetite--Poor to fair

______t. Muscles--Flabby, underdeveloped, small

5. Match the nutrients on the right to the correct functions on the left. Place the appropriate numbers in the blanks provided.

______a. Holding body cells together
Firm, healthy gums
Resisting infection
Healing wounds

______b. Growth
Building and repairing body tissues
Fighting infection
Energy

______c. Energy
Essential fatty acids
Carrying fat-soluble vitamins A, D, E, K

______d. Making hemoglobin, the red substance in the blood that carries oxygen to the cells
Prevents anemia

______e. Healthy nervous system
Healthy skin, mouth, tongue, and digestive tract
Helping cells to use other nutrients

1. Proteins
2. Fats
3. Iron
4. Niacin
5. Vitamin C (ascorbic acid)

______f. Clear, smooth skin
Protecting against night blindness
Resisting infection
Growth and development

______g. Energy

______h. Building bones and teeth
Clotting blood
Helping muscles and nerves work
Regulating the use of other minerals in the body

______i. Helping cells use oxygen
Releasing energy from food
Clear vision
Healthy eyes, skin, tongue, and lips

______j. Normal appetite and digestion
Healthy nervous system
Preventing irritability
Releasing energy from food
Utilizing other nutrients

______k. Necessary for proper functioning of thyroid gland
Prevents some forms of goiter

______l. Helping the body use calcium and phosphorous
Preventing rickets

6. Carbohydrates (sugars and starches)

7. Calcium and phosphorous

8. Iodine

9. Vitamin A

10. Thiamine

11. Riboflavin

12. Vitamin D ("the sunshine vitamin")

6. Complete the following chart on the basic four food groups, recommended servings, primary sources, and nutrients by filling in the blanks with the appropriate information.

BASIC FOOD GROUPS	RECOMMENDED SERVINGS	PRIMARY SOURCES	NUTRIENTS
Meat	a. ____________	Beef, lamb, liver, pork, veal, poultry, fish, eggs	Protein, iron, thiamine, riboflavin, niacin
b. ________ ________	4 or more servings	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas	Ascorbic acid, vitamin A, some iron, calcium
Bread/cereals	4 or more servings	c. ____________ ____________ ____________	Thiamine, riboflavin, niacin, carbohydrates, iron, limited amounts of proten
Milk	Children and teens, 3-4 servings; adults, 2 or more servings	Dairy products	d. ________ ________ ________

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a. ______________________________

b. ______________________________

8. Name four factors to consider in menu/meal planning.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

9. Select from the list below ways to give a menu/meal variety. Place an "X" in the appropriate blanks.

______a. Time

______b. Texture

______c. Nutrients

______d. Flavor

______e. Temperature

______f. Method of preparation

10. Match the types of table service on the right to correct descriptions. Place the appropriate numbers in the blanks provided.

______a. Food is served onto individual's plate by the host or hostess and passed to family members and guests

______b. Food is served from the kitchen on each person's plate, brought to table, and put in front of each person

______c. China, silverware, napkins, serving dishes, and food are put on table and people help themselves; no place settings are needed

______d. Dinner plates are put at each person's place; main foods are in serving dishes on the table and passed around table from person to person for self-service

1. Family style

2. Plate service

3. Head-of-table service

4. Buffet service

11. Survey food habits and preferences.
12. Evaluate personal food habits.
13. Classify food sources according to nutritive value.
14. Evaluate menus.
15. Plan menus.
16. Select tableware needed for given menus.
17. Demonstrate the ability to:
    a. Arrange basic table settings.
    b. Use appropriate table manners.

(NOTE: If activities 11-17 have not been accomplished prior to the test, ask your instructor when they should be completed.)

MEAL PLANNING AND TABLE SERVICE
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (13 points)

    a. 3
    b. 2
    c. 6
    d. 5
    e. 9
    f. 8
    g. 13
    h. 10
    i. 4
    j. 11
    k. 1
    l. 12
    m. 7

2. (5 points)

    Any five of the following:

    a. Family
    b. Friends
    c. Media
    d. Meals
    e. Snacks
    f. Income
    g. Attitude
    h. Values
    i. Geographic location
    j. Climatic condition
    k. Knowledge

l. Likes and dislikes

m. Personal appearance

n. Involvement in sports

o. Social status

p. Advertisements

q. Ethnic background

3. (4 points)

   a. Growth

   b. Repair and maintenance

   c. Energy

   d. Regulation of body processes

4. (20 points)

   a. G

   b. G

   c. G

   d. P

   e. P

   f. G

   g. G

   h. G

   i. P

   j. P

   k. G

   l. P

   m. G

   n. G

   o. P

p. P

q. P

r. G

s. P

t. P

5. (12 points)

a. 5

b. 1

c. 2

d. 3

e. 4

f. 9

g. 6

h. 7

i. 11

j. 10

k. 8

l. 12

6. (4 points)

a. 2 or more servings

b. Fruit/vegetables

c. Rice, pasta, bread, cereals, rolls, biscuits

d. Protein, calcium, riboflavin, vitamins A and D

7. (2 points)

a. Adequate nutrition

b. Appetite appeal

8. (4 points)

   Any four of the following:

   a. Available food

   b. Variety

   c. Cost of food

   d. Time needed for preparation

   e. Equipment needed for preparation

   f. Method of preparation

   g. Use of make-overs (leftovers)

9. (12 points)

   b, d, e, f

10. (8 points)

    a. 3

    b. 2

    c. 4

    d. 1

11. Evaluated to the satisfaction of the instructor (12 points)

12. Evaluated to the satisfaction of the instructor (8 points)

13. Evaluated to the satisfaction of the instructor (20 points)

14. Evaluated to the satisfaction of the instructor (18 points)

15. Evaluated to the satisfaction of the instructor (24 points)

16. Evaluated to the satisfaction of the instructor (14 points)

17. Performance skills evaluated to the satisfaction of the instructor

    a. (10 points)

    b. (10 points)

KITCHEN UTENSILS AND TOOLS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify and use kitchen utensils and tools. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping.
2. Identify kitchen utensils and tools used for cutting, chopping, and mashing.
3. Identify kitchen utensils and tools used for draining, straining, and sifting.
4. Identify kitchen utensils and tools used for measuring.
5. Identify kitchen utensils and tools used for baking and oven cooking.
6. Identify range-top cooking utensils.
7. Identify kitchen utensils and tools used for cleanup.
8. Identify miscellaneous kitchen utensils and tools.
9. Describe proper storage principles for kitchen utensils and tools.
10. Name two ways to measure accurately.
11. Plan storage for kitchen utensils and tools.
12. Calculate costs of basic kitchen supplies.
13. Demonstrate the ability to:
    - a. Measure flour.
    - b. Measure brown sugar.
    - c. Measure small amounts of ingredients.
    - d. Measure liquid.
    - e. Measure shortening.

KITCHEN UTENSILS AND TOOLS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Discuss unit and specific objectives.

D. Discuss information sheet.

E. Demonstrate measuring procedures in job sheets.

(NOTE: Food coloring in water can be used to demonstrate liquid measure. Specify amounts students will measure for each job sheet. Be sure to also use metric measuring instruments.)

F. Display utensils and tools that are property of home economics department. Point out similarities and differences of those pictured in unit.

G. Have a scavenger hunt. Use information sheets and have students write location of each utensil and tool within the home economics kitchen.

(NOTE: This activity not only can serve as a "get-acquainted" activity with the home economics kitchen but also can reinforce "a place for everything and everything in its place.")

H. Arrange an exhibit of cookery tools made from different materials; explain how the material influences use, care, and appearance of the item.

I. Visit the housewares department of a dime or department store to study the merits of the various kitchen gadgets.

Examples of questions: Which utensils are essential to the career person? Newlyweds? Which save time and make food preparation easier? What is the difference between a utensil or tool and a gadget?

J. Have students examine the various small cookery tools in their homes. List those that seem to be especially helpful as time and energy savers. Which tools are seldom used? Why are some tools more useful than others?

K. Have students search magazines for kitchen storage/space suggestions. This could be attached to information sheet or used to make a bulletin board. Discuss whether any of these items can be used in or adapted for the school kitchen, commercial kitchen, home kitchen, or other room.

L. Give test.

(NOTE: It is RECOMMENDED that the test be given in parts.)

M. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Plan Storage for Kitchen Utensils and Tools

2. Assignment Sheet #2--Calculate Costs of Basic Kitchen Supplies

D. Job sheets

1. Job Sheet #1--Measure Flour

2. Job Sheet #2--Measure Brown Sugar

3. Job Sheet #3--Measure Small Amounts of Ingredients

4. Job Sheet #4--Measure Liquid

5. Job Sheet #5--Measure Shortening

E. Test

F. Answers to test

III. Unit references:

A. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

B. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

C. Duffie, Mary Ann. *So-You Are Ready to Cook.* 4th ed. Minneapolis, Minnesota: Burgess Publishing Company, 1974.

IV. Filmstrips:

A. "New Room in Kitchen." Available from Rubbermaid, Wooster, Ohio 44961.

B. "Small Equipment in Kitchen." Available from Rubbermaid, Wooster, Ohio 44961.

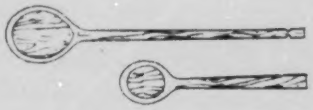
KITCHEN UTENSILS AND TOOLS
UNIT II

INFORMATION SHEET

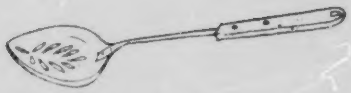
(NOTE: It is important to know which is the best tool for a particular job. For example, using a wooden spoon instead of a fork to stir pastry may cause a poor product; baking cookies in a cake pan instead of a cookie sheet may cause poorly shaped cookies that will not brown evenly. Each piece of equipment has its own specific use. Proper use of cookery tools saves time and energy and results in good food products.)

I. Kitchen utensils and tools for stirring, lifting, dipping, turning, beating, and whipping

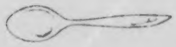
A. Wooden spoon



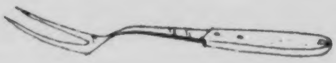
B. Slotted spoon



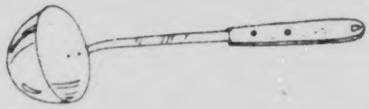
C. Cooking spoon



D. Two-tined fork

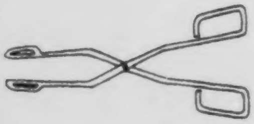


E. Ladle

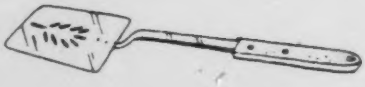


INFORMATION SHEET

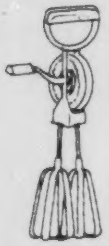
F. Tongs



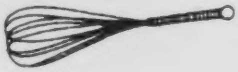
G. Turner



H. Rotary beater

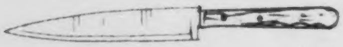


I. Wire whisk or wire whip



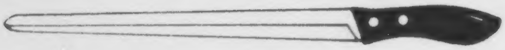
II. Kitchen utensils and tools for cutting, chopping, and mashing

A. French or chef's knife



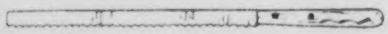
B. Butcher knife

C. Meat slicer

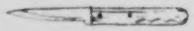


INFORMATION SHEET

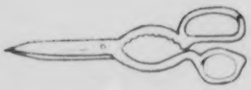
D. Bread knife



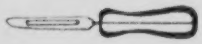
E. Paring knife



F. Kitchen shears

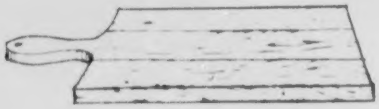


G. Peeler

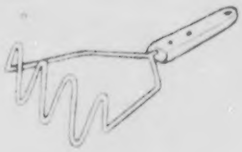


H. Cutting board

(NOTE: Careful attention should be given to sanitation of wooden cutting boards.)

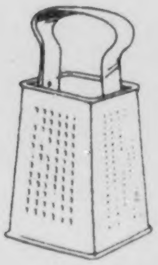


I. Potato masher



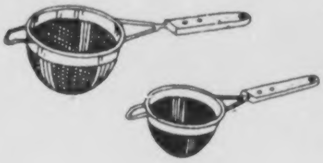
INFORMATION SHEET

J. Grater

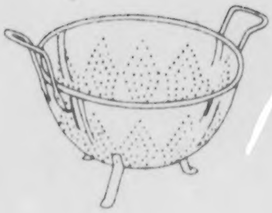


III. Kitchen utensils and tools for draining, straining, and sifting

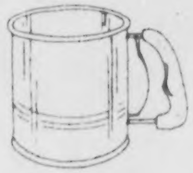
A. Strainer or sieve



B. Colander



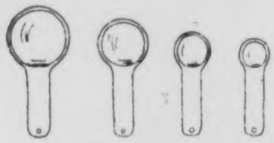
C. Flour sifter



INFORMATION SHEET

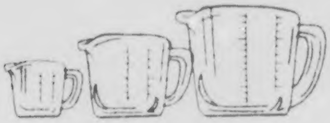
IV. Kitchen utensils and tools for measuring

A. Measuring spoons

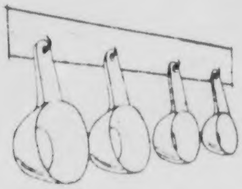


B. Liquid measuring cups

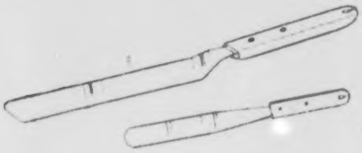
(NOTE: Notice the rim at top of cup to prevent spillage.)



C. Nested or graduated dry measuring cups

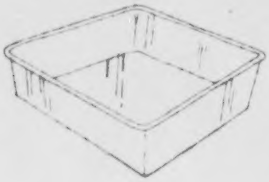


D. Straight-edged spatula (large or small)



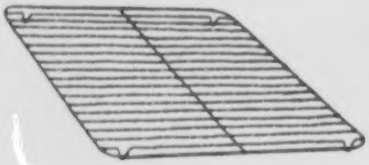
V. Kitchen utensils and tools for baking and oven cooking

A. Square cake pan

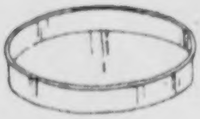


INFORMATION SHEET

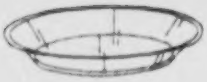
B. Wire cooling rack



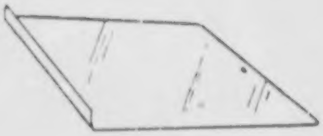
C. Round cake pan



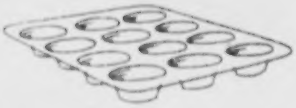
D. Pie pan



E. Cookie sheet

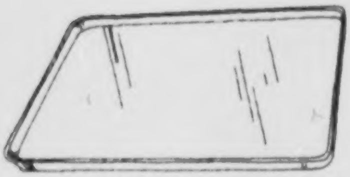


F. Muffin pan

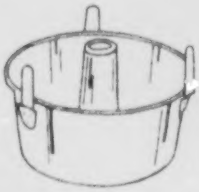


INFORMATION SHEET

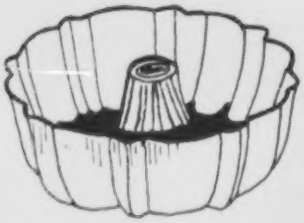
G. Jelly roll pan



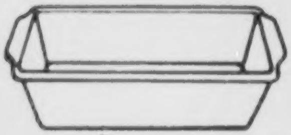
H. Angel food cake pan



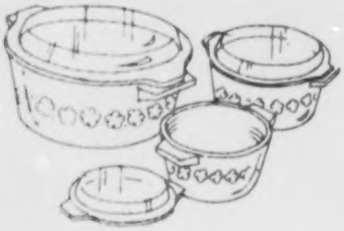
I. Bundt pan



J. Loaf pan



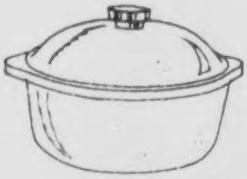
K. Baking or casserole dishes



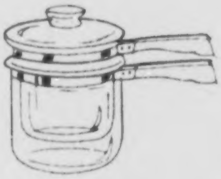
INFORMATION SHEET

VI. Range-top cooking utensils

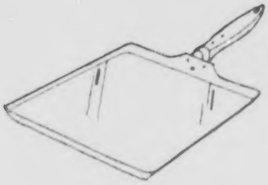
A. Dutch oven



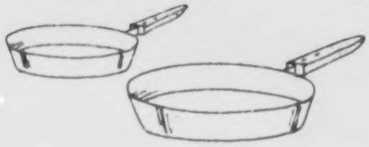
B. Double boiler



C. Griddle

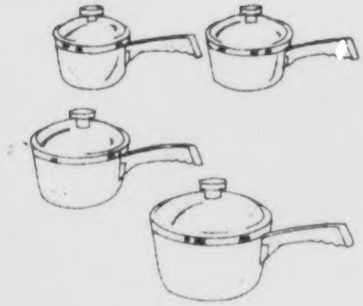


D. Skillets



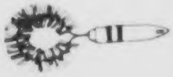
INFORMATION SHEET

E. Saucepans

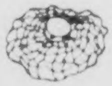


VII. Kitchen utensils and tools for cleanup

A. Vegetable brush

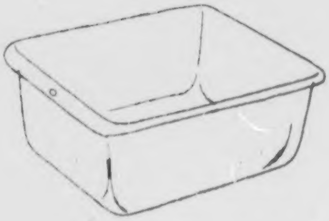


B. Scouring pad or brush



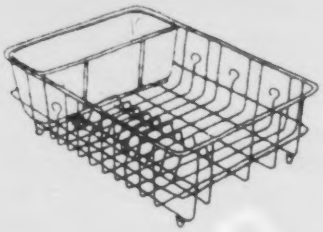
C. Bottle brush

D. Dishpan

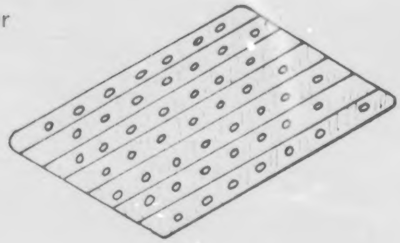


INFORMATION SHEET

E. Dish drainer

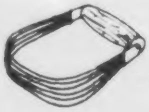


F. Sink liner

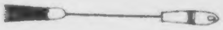


VIII. Miscellaneous kitchen utensils and tools

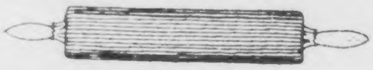
A. Pastry blender



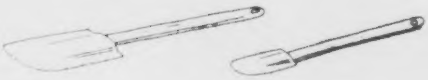
B. Pastry brush



C. Rolling pin and cover

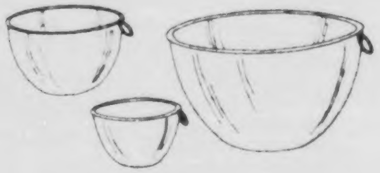


D. Rubber scraper

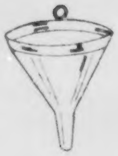


INFORMATION SHEET

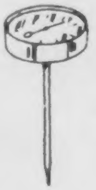
E. Mixing bowls



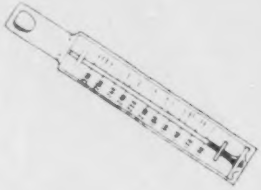
F. Funnel



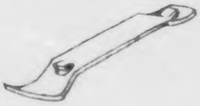
G. Meat thermometer



H. Deep-fat/candy thermometer

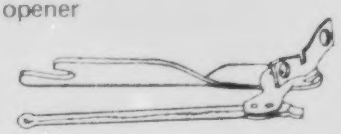


I. Bottle opener



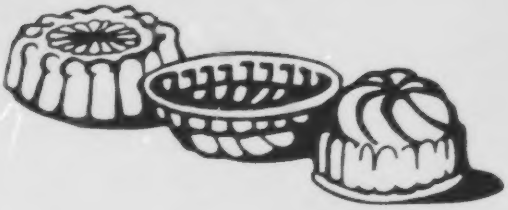
INFORMATION SHEET

J. Can opener



K. Melon ball cutter

L. Molds



IX. Proper storage of kitchen utensils and tools

A. Place of first use

B. Easy to see

C. Easy to reach

(NOTE: No articles in frequent use should be stored higher or lower than can be grasped by the fingertips without stretching or stooping. Drawers can be divided so that items can be kept in order and be removed without scrambling through a jumble of pieces.)

X. Ways to measure accurately

(NOTE: Each ingredient is used for a special reason; therefore, measurement must be level and exact or the end product may not be satisfactory.)

A. Weighing

(NOTE: Not only will the method become increasingly popular with converting to the metric system, but the weighing system is also used when large quantities of food are prepared in bakeries, hospitals, and restaurants.)

B. Standard measuring cups and spoons

(NOTE: This method is used in homes and most home economics departments.)

KITCHEN UTENSILS AND TOOLS
UNIT II

ASSIGNMENT SHEET #1--PLAN STORAGE FOR KITCHEN UTENSILS AND TOOLS

Section A is a list of areas for storage of basic kitchen equipment. Each is numbered.

Section B is a list of the actual pieces of equipment. In the space in front of each piece, write the number of the place where it should be stored. Be prepared to tell why you have chosen the most efficient place.

A. Places and areas

1. Nearest the refrigerator
2. Nearest the stove
3. Nearest the sink
4. In a closet or pantry
5. Near a counter work surface
6. Other: ______________________________

B. Equipment

______wax paper
______nested measuring cups
______French knife
______9-inch open skillet
______rubber scraper
______wooden spoon
______2-qt. saucepan
______small covered glass casserole
______many-purpose knife
______layer baking pan
______set of measuring spoons
______covered 4-qt. Dutch oven
______loaf baking pan
______long handled fork
______carving knife
______tea kettle
______electric mixer
______coffee percolator
______perforated mixing spoon
______cookie sheet
______can opener
______turner
______strainer
______sponges

______paper towels
______spatula
______paring knife
______small cast iron skillet
______glass measuring cup
______1 1/2-quart saucepan
______grater
______large covered glass casserole
______electric blender
______vegetable peeler
______slicing knife
______scouring pads
______pot holder
______rolling pin
______square baking pan
______toaster
______strainer
______muffin baking pan
______3 assorted-size mixing bowls
______egg beater
______pie pan
______dish washing liquid
______aluminum foil

KITCHEN UTENSILS AND TOOLS
UNIT II

ASSIGNMENT SHEET #2--CALCULATE COSTS OF BASIC KITCHEN SUPPLIES

Using the list of basic kitchen utensils and tools below, find the cost to set up a kitchen for use. Mark the items you feel would be needed with an "N" and the items you feel would be nice to have or would want with a "W".

EQUIPMENT	COST
______wax paper	______
______nested measuring cups	______
______French knife	______
______9-inch open skillet	______
______rubber scraper	______
______wooden spoon	______
______2-qt. saucepan	______
______small covered glass casserole	______
______many-purpose knife	______
______layer baking pan	______
______set of measuring spoons	______
______covered 4-qt. Dutch oven	______
______loaf baking pan	______
______long handled fork	______
______carving knife	______
______tea kettle	______
______electric mixer	______
______coffee percolator	______
______perforated mixing spoon	______
______cookie sheet	______
______can opener	______
______turner	______
______strainer	______
______sponges	______

EQUIPMENT	COST
______paper towels	______
______spatula	______
______paring knife	______
______small cast iron skillet	______
______glass measuring cup	______
______1 1/2-qt. saucepan	______
______grater	______
______large covered glass casserole	______
______electric blender	______
______vegetable peeler	______
______slicing knife	______
______scouring pads	______
______pot holder	______
______rolling pin	______
______square baking pan	______
______toaster	______
______strainer	______
______muffin baking pan	______
______3 assorted-size mixing bowls	______
______egg beater	______
______pie pan	______
______dish washing liquid	______
______aluminum foil	______

1. What is the total of all items?______________________________

2. What is the total cost of the needed or essential items?______________

3. What are some ways to save money in setting up your first kitchen?

(NOTE: Write your suggestions on the back of this sheet.)

KITCHEN UTENSILS AND TOOLS
UNIT II

JOB SHEET #1--MEASURE FLOUR

I. Equipment

A. Flour sifter

B. Measuring cups for dry ingredients, one set

C. Straightedge

Examples: Spatula or table knife

D. Large spoon or scoop

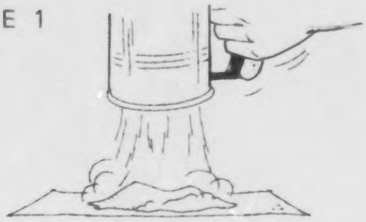
E. Flour

F. Waxed paper

II. Procedure

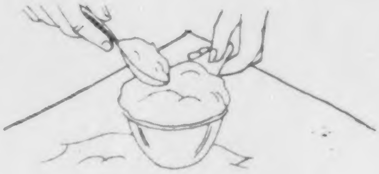
A. Sift flour onto waxed paper (Figure 1)

FIGURE 1



B. Lightly spoon the sifted flour into a cup until it heaps up over the top (Figure 2)

FIGURE 2



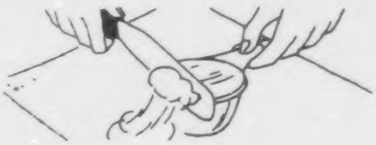
JOB SHEET #1

C. Use straightedge to make several cuts through the top of the flour to get rid of air pockets

D. Draw the edge across the top of the cup, making sure the flour is level with the top of the cup (Figure 3)

(CAUTION: Do not tap the side of the cup or tap the cup on the table to level the flour in the cup. This causes the flour to settle, and you will have an inaccurate measure.)

FIGURE 3



(NOTE: The above procedure may also be used for measuring confectioners' powdered sugar.)

KITCHEN UTENSILS AND TOOLS
UNIT II

JOB SHEET #2--MEASURE BROWN SUGAR

I. Equipment

- A. Measuring cups for dry ingredients, one set
- B. Straightedge

  Examples: Spatula or table knife

- C. Spoon
- D. Brown sugar
- E. Waxed paper
- F. Rolling pin, if needed

II. Procedure

- A. Roll out lumps on waxed paper with a rolling pan

  (NOTE: If brown sugar is too dry to measure, place in tightly covered container with slice of apple or bread or heat in oven at low temperature.)

- B. Use spoon to pack sugar into measuring cup

  (NOTE: Brown sugar is packed into measuring cup unless recipe says not to pack.)

- C. Level off with straightedge
- D. Turn brown sugar out on waxed paper
- E. If correctly measured, brown sugar will keep the shape of the cup when turned out (Figure 1)

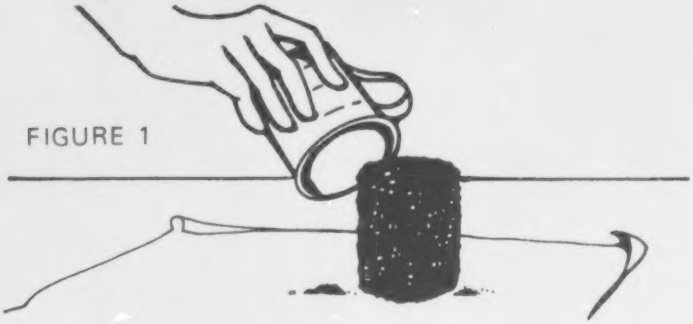


FIGURE 1

(CAUTION: Care must be taken not to overpack brown sugar into the measuring cup. This will result in too much sugar for your recipe.)

KITCHEN UTENSILS AND TOOLS
UNIT II

JOB SHEET #3--MEASURE SMALL AMOUNTS OF INGREDIENTS

I. Equipment

A. Measuring spoons, one set

B. Straightedge

Examples: Spatula or table knife

C. Dry ingredient

Example: Baking powder

D. Waxed paper

E. Liquid ingredient or water

II. Procedure

A. Dry ingredient

1. Put the correct measuring spoon into container

(CAUTION: Be sure spoon is dry.)

2. Heap measuring spoon with dry ingredient

3. Level dry ingredient with straightedge (Figure 1)

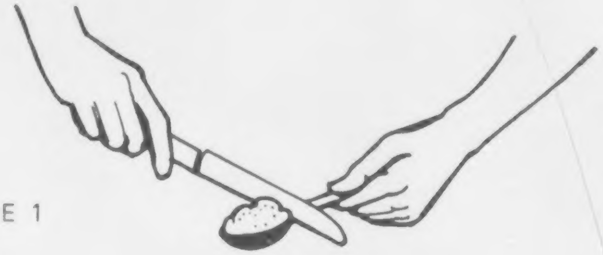


FIGURE 1

(NOTE: To measure 0.6 mL or 1/8 t of dry ingredient use 1 mL measuring spoon or 1/4 t and follow steps 2-3 above. Then, use straightedge to cut through center of ingredient. With a turn of the wrist, remove half of the ingredient with straightedge. However, sets of measuring spoons are available with 7.5 mL [1/2 T] and 0.6 mL [1/8 t] measures.)

JOB SHEET #3

B. Liquid

1. Select correct measuring spoon
2. Fill until spoon is full

   (NOTE: You may need to level off thick liquids, such as corn syrup.)

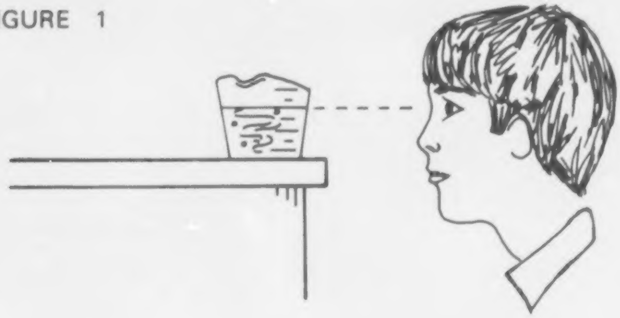
KITCHEN UTENSILS AND TOOLS
UNIT II

JOB SHEET #4--MEASURE LIQUID

I. Equipment
  - A. Glass measuring cup
  - B. Container for water
  - C. Water

II. Procedure
  - A. Place glass measuring cup at eye level
  - B. Fill cup to the line indicating amount needed
  - C. Check measurement at eye level (Figure 1)

FIGURE 1



KITCHEN UTENSILS AND TOOLS
UNIT II

JOB SHEET #5--MEASURE SHORTENING

I. Equipment

A. Measuring cups for dry and liquid ingredients

B. Straightedge

Examples: Spatula or table knife

C. Spoon

D. Rubber scraper

E. Shortening at room temperature

II. Procedure

(NOTE: In measuring less than 60 mL or 1/4 c shortening, use a milliliter measure or a tablespoon.)

A. Dry ingredient measuring cup method

1. Use rubber scraper and spoon to pack the shortening into measuring cup so there are no air spaces

2. Level off with a straightedge

3. Take all of the shortening out of the measuring cup with a rubber scraper

(NOTE: If recipe also calls for egg, place egg in measuring cup. Empty. Measure shortening. Egg coats the sides of measuring cup.)

B. Water displacement method

(NOTE: This method is satisfactory for measuring amounts less than 240 mL or 1 c.)

1. Pour cold water into liquid measuring cup up to the measure which will equal 240 mL (1 c) when desired amount of fat is added

Example: If recipe calls for 80 mL (1/3 c) fat, pour 160 mL (2/3 c) cold water into the measure

2. Add fat to water until water level rises to the 240 mL (1 c) line

JOB SHEET #5

3. Drain water

4. Remove shortening with rubber scraper

(NOTE: Butter or margarine can be measured in the same way as shortening. A 0.5 kg or 1 lb bar of butter or margarine equals about 500 mL or 2 c. When the pound is wrapped in quarters, each stick equals 250 mL [1/2 c or 8 T]; half a stick equals 125 mL [1/4 c or 4 T].)

(CAUTION: One cup butter equals 224 g. One pound = 500 g = 0.5 kg.)

C. Melted fat

1. Measure in a dry ingredient measure and melt

OR

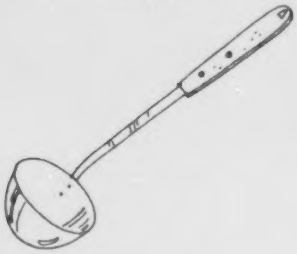
2. Melt and measure as a liquid ingredient

KITCHEN UTENSILS AND TOOLS
UNIT II

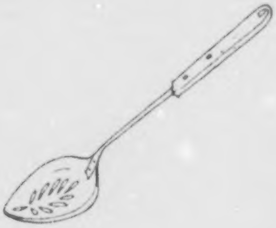
TEST

NAME ______________________ SCORE ______________

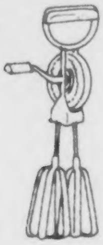
1. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating, and whipping. Write the correct names in the blanks provided.



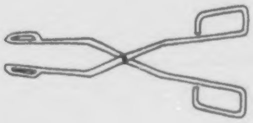
a. ______________________



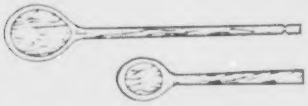
b. ______________________



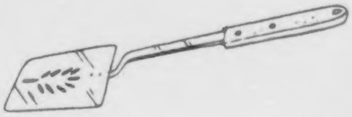
c. ______________________



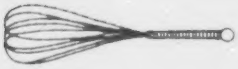
d. ______________________



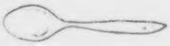
e. ______________________



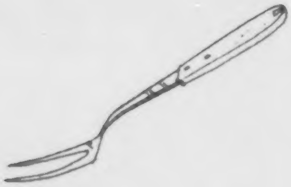
f. ______________________



g. ______________________

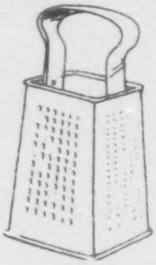


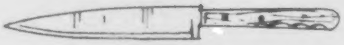
h. ______________________



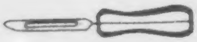
i. ______________________________

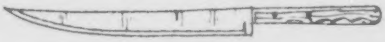
2. Identify kitchen utensils and tools used for cutting, chopping, and mashing. Write the correct names in the blanks provided.



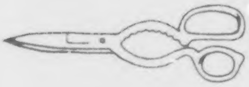


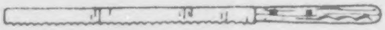
a. ______________________________ b. ______________________________



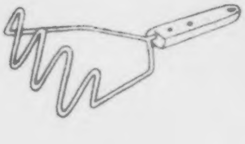


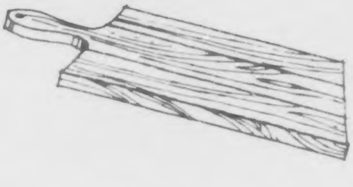
c. ______________________________ d. ______________________________



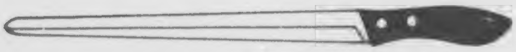


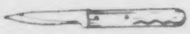
e. ______________________________ f. ______________________________





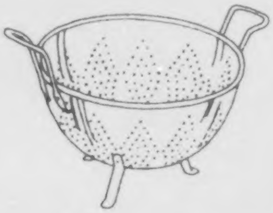
g. ______________________________ h. ______________________________

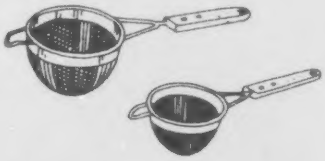




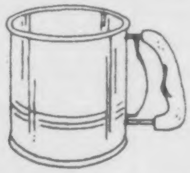
i. ____________________ j. ____________________

3. Identify kitchen utensils and tools used for draining, straining, and sifting.



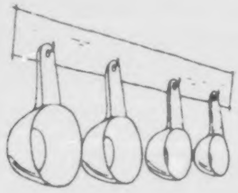


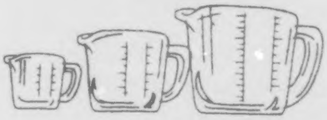
a. ____________________ b. ____________________



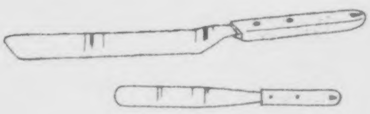
c. ____________________

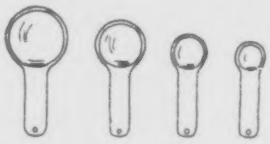
4. Identify kitchen utensils and tools used for measuring.





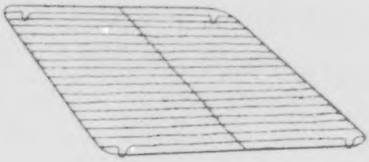
a. ____________________ b. ____________________



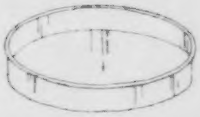


c. ____________________ d. ____________________

5. Identify kitchen utensils and tools used for baking and oven cooking.



a. ______________________



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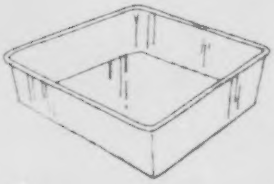

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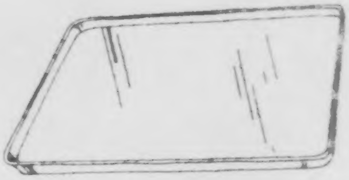

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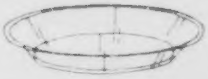

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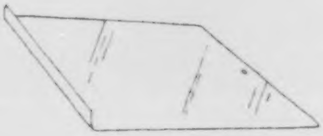

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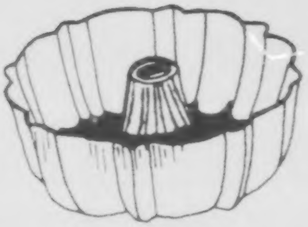

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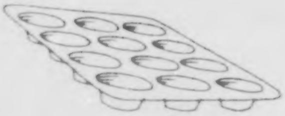

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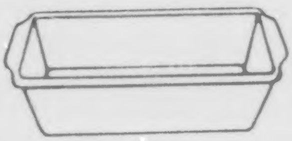

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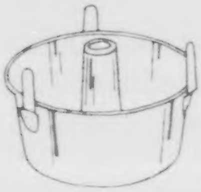

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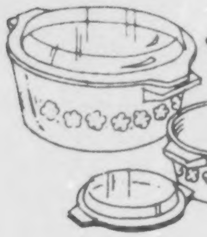

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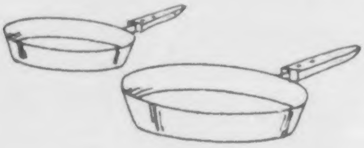
6. Identify range-top cooking utensils.



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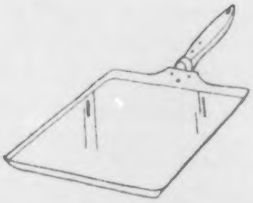

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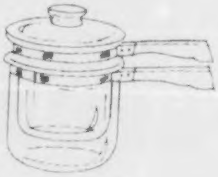

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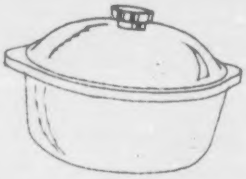

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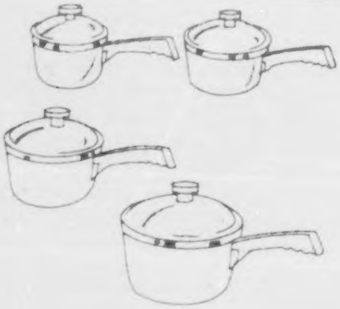

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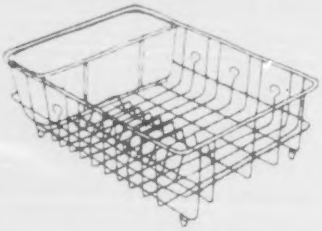
7. Identify kitchen utensils and tools used for cleanup.



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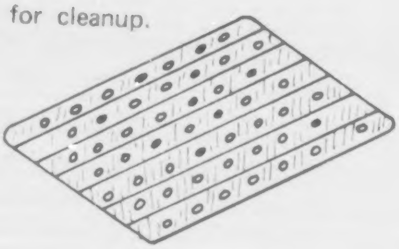

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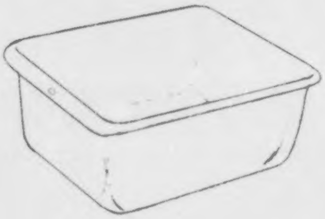

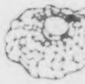

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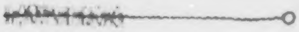
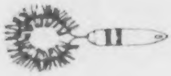
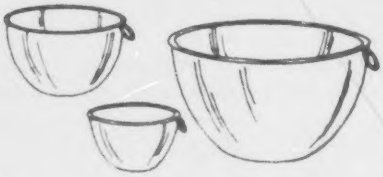
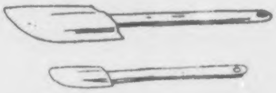




e. ______________________ f. ______________________

8. Identify miscellaneous kitchen utensils and tools.





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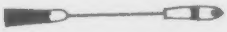

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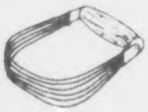

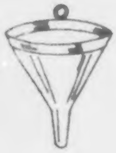

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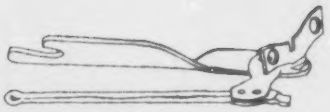

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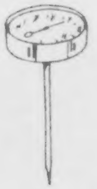

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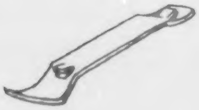

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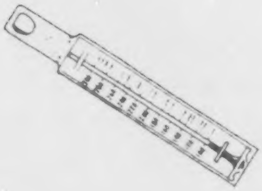

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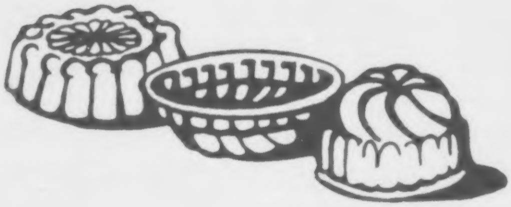

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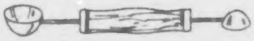


l. ______________________

9. Describe proper storage principles for kitchen utensils and tools.

____

____

____

10. Name two ways to measure accurately.

a. ____

b. ____

11. Plan storage for kitchen utensil and tools.

12. Calculate costs of basic kitchen supplies.

13. Demonstrate the ability to:
    - a. Measure flour.
    - b. Measure brown sugar.
    - c. Measure small amounts of ingredients.
    - d. Measure liquid.
    - e. Measure shortening.

KITCHEN UTENSILS AND TOOLS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (9 points)
    a. Ladle
    b. Slotted spoon
    c. Rotary beater
    d. Tongs
    e. Wooden spoon
    f. Turner
    g. Wire whisk or wire whip
    h. Cooking spoon
    i. Two-tined fork
2. (10 points)
    a. Grater
    b. French or chef's knife
    c. Peeler
    d. Butcher knife
    e. Kitchen shears
    f. Bread knife
    g. Potato masher
    h. Cutting board
    i. Meat slicer
    j. Paring knife

3. (3 points)
    a. Colander
    b. Strainer or sieve
    c. Flour sifter
4. (4 points)
    a. Nested or graduated dry measuring cups
    b. Liquid measuring cups
    c. Straight-edged spatula (large or small)
    d. Measuring spoons
5. (11 points)
    a. Wire cooling rack
    b. Round cake pan
    c. Square cake pan
    d. Jelly roll pan
    e. Pie pan
    f. Cookie sheet
    g. Bundt pan
    h. Muffin pan
    i. Loaf pan
    j. Angel food cake pan
    k. Baking or casserole dishes
6. (5 points)
    a. Skillets
    b. Griddle
    c. Double boiler
    d. Dutch oven
    e. Saucepans

7. (6 points)
   - a. Dish drainer
   - b. Sink liner
   - c. Dishpan
   - d. Scouring pad or brush
   - e. Bottle brush
   - f. Vegetable brush

8. (12 points)
   - a. Mixing bowls
   - b. Rubber scraper
   - c. Rolling pin and cover
   - d. Pastry brush
   - e. Pastry blender
   - f. Funnel
   - g. Can opener
   - h. Meat thermometer
   - i. Bottle opener
   - j. Deep-fat/candy thermometer
   - k. Molds
   - l. Melon ball cutter

9. (3 points)

   Description should include:
   - a. Place of first use
   - b. Easy to see
   - c. Easy to reach

10. (2 points)
    - a. Weighing
    - b. Standard measuring cups and spoons

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (20 points)

13. Performance skills evaluated to the satisfaction of the instructor

    a. (9 points)

    b. (9 points)

    c. (9 points)

    d. (9 points)

    e. (9 points)

FOOD PREPARATION
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate recipes, make a time-work plan, convert recipes, and use a recipe in a clean safe manner. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with food preparation to the correct definitions.
2. Match mixing techniques to the correct descriptions.
3. Match cutting techniques to the correct descriptions.
4. Match cooking techniques to the correct descriptions.
5. Write recipe abbreviations used for weights, measures, time, and oven temperatures.
6. Match oven temperatures to oven dial settings.
7. Match common household measures used in recipes to their equivalents.
8. Arrange in order the steps for successful recipe use.
9. Describe hygienic practices that a person should follow in food preparation.
10. Select from a list guidelines for preventing accidents.
11. Evaluate recipes.
12. Make a time-work plan.
13. Convert recipes.
14. Use a recipe.

FOOD PREPARATION
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Set up improper hygienic practices and safety hazards in home ec kitchen.

F. Role play results of the potential hazards shown in Assignment Sheet #1.

G. Have students examine cookbooks, magazines, newspapers, and other available publications that feature recipes. Mark recipe terms in some way. Discuss which cookery terms appear in meat, bread, cake, and milk recipes and which cookery terms appear in two or more of the different food recipes.

(NOTE: The winner[s] could be the student[s] who found the highest number of recipe/cookery terms or the lowest number of recipes with the most terms.)

H. Play "pairs" for teaching or reviewing common equivalents and abbreviations.

(NOTE: Cover playing cards with white paper or spray with white paint. Write abbreviations and equivalents on face of cards. Cover with clear contact paper to increase durability.)

I. Make and use flash cards to teach common equivalents and abbreviations.

J. Invite resource person to demonstrate how proper use of equipment and proper techniques cannot only save time and energy but also improve quality of end-product.

Example: Do not preheat oven; saves energy and cake will not have round top

K. Provide metric measuring utensils.

L. Give test.

M. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Assignment sheets

      1. Assignment Sheet #1--Kitchen Safety

      2. Assignment Sheet #2--Evaluate Recipes

      3. Assignment Sheet #3--Make a Time-Work Plan

      4. Assignment Sheet #4--Convert Recipes

      5. Assignment Sheet #5--Use a Recipe

   D. Answers to assignment sheets

   E. Test

   F. Answers to test

III. Unit references:

   A. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois. Chas. A. Bennett Co., Inc., 1976.

   B. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

   C. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core Curriculum.* rev. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

FOOD PREPARATION
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Recipe--Directions for preparing a food

(NOTE: Each recipe has two important parts: list of ingredients used and directions for combining.)

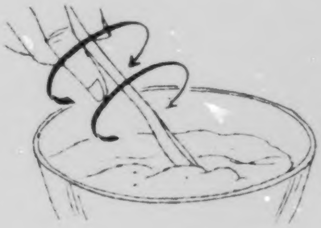
B. Standard or tested recipe--Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

C. Ingredient--Food item required for a specific task, job, or recipe

D. Yield--Number of servings to be expected from a recipe

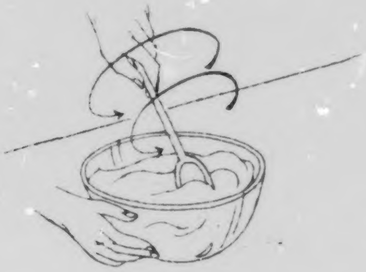
II. Mixing techniques and descriptions

A. Beat--Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer



B. Blend or combine--Mix several ingredients so that they are well combined but not beaten

C. Cream--Soften and blend until smooth and light by mixing with a spoon or electric mixer

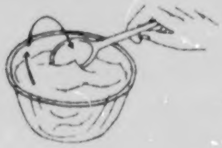


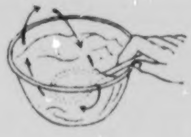
INFORMATION SHEET

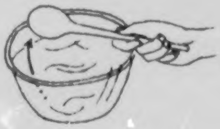
D. Cut in--Cut fat into dry ingredients until mixture is in very small pieces

E. Fold in--Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

(NOTE: This mixing technique is used to combine a delicate mixture, such as beaten egg whites or whipped cream, with a solid material.)

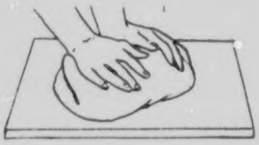


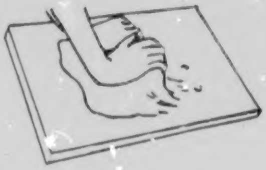




(CAUTION: Spoon does not come out of mixture!)

F. Knead--Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand





G. Sift--Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

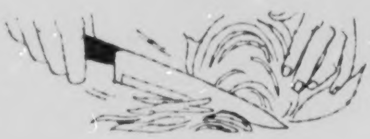
H. Stir--Mix ingredients with circular motion

I. Whip--Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

Examples: Whipped cream or egg whites

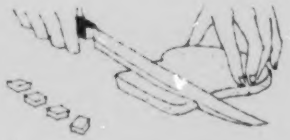
III. Cutting techniques and descriptions

A. Chop--Cut into small irregularly shaped pieces



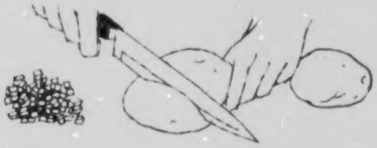
INFORMATION SHEET

B. Cube--Cut into small pieces about 12.5 mm (1/2 in) in size

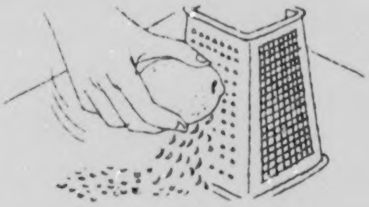


C. Cut--Divide foods into smaller pieces with a knife or with scissors

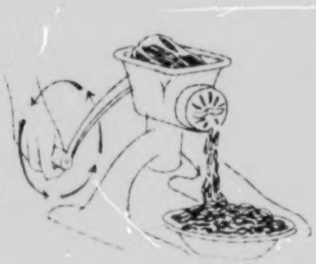
D. Dice--Cut into very small pieces about 6 mm (1/4 in) in size



E. Grate--Rub food, such as lemon or orange peel, against grater to obtain fine particles

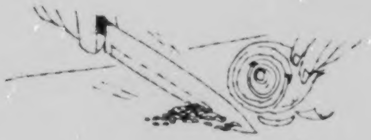


F. Grind--Cut by putting food through a food chopper or grinder



INFORMATION SHEET

G. Mince--Cut into very small pieces, about 6 mm (1/4 in) or less

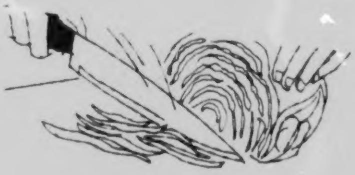


H. Pare--Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

Examples: Potatoes, apples, carrots

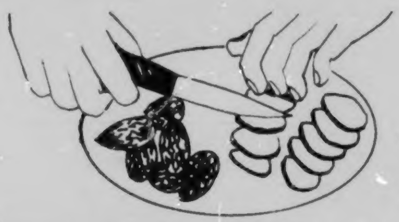
(CAUTION: Since most nutrients are in this layer, cut away the smallest amount possible.)

I. Shred--Tear or cut into thin pieces or strips



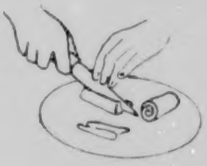
J. Sliver--Cut in long, thin pieces, smaller than 6 mm (1/4 in)

Example: Slivered almonds



K. Julienne--Cut in long thin strips, approximately 6 mm (1/4 in) thick

Example: Potatoes, green beans



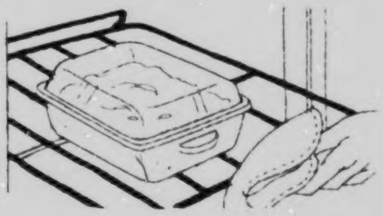
L. Peel--Strip away outside skin or covering, usually by hand

Examples: Banana, orange

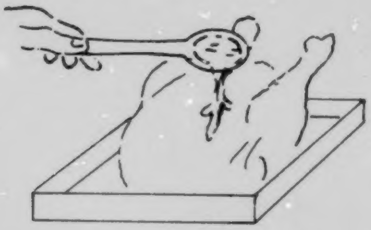
INFORMATION SHEET

IV. Cooking techniques and descriptions

A. Bake--Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

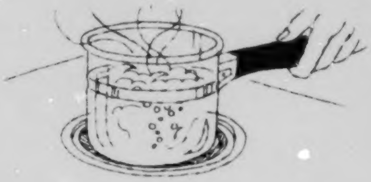


B. Baste--Spoon drippings or other liquid over food while cooking

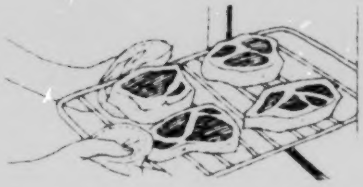


C. Barbecue--Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

D. Boil--Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)



E. Broil--Cook under direct heat or over coals



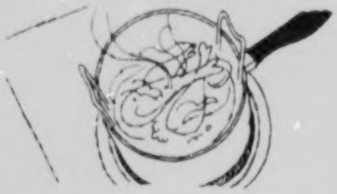
INFORMATION SHEET

F. Brown--Make the surface of the food brown in color by frying, broiling, toasting, or baking

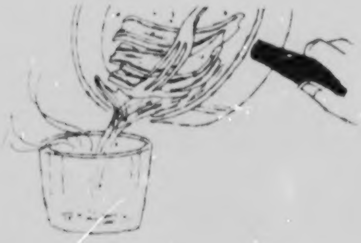
G. Chill--Place food in refrigerator until cold

H. Deep-fat fry--Cook in fat which completely covers the food

(NOTE: Deep-fat fry is sometimes referred to as french-fried.)



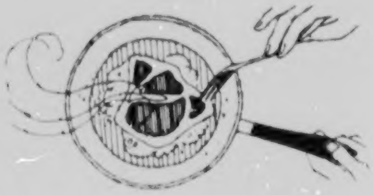
I. Drain--Pour off liquid



J. Dredge--Coat the surface with substance such as flour, milk, meal, or bread crumbs

K. Freeze--Lower the temperature of food below 0°C or 32°F

L. Fry--Cook in hot fat



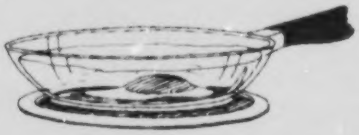
M. Garnish--Add decorative touches to foods/meals

Examples: Carrot curls, parsley sprigs, radish roses, grated cheese

N. Parboil--Boil in water until partially cooked

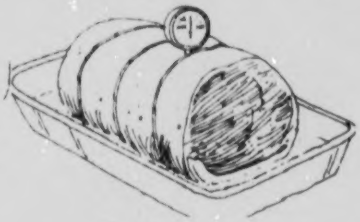
INFORMATION SHEET

O. Poach--Cook gently in hot liquid below the boiling point

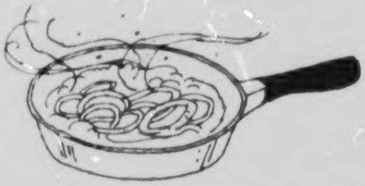


P. Preheat--Heat a pan, broiler, or oven to desired temperature before cooking the food

Q. Roast--Cook by dry heat, uncovered in oven

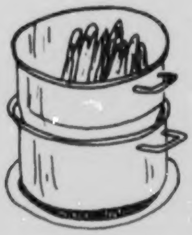


R. Sauté--Cook over direct heat uncovered in small amount of fat, butter, or oil



S. Scald--Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

T. Steam--Cook over steam rising from boiling water



INFORMATION SHEET

U. Simmer--Cook in liquid just below boiling point (90-95°C or 185-210°F)

(NOTE: The bubbles rise to the surface slowly.)

V. Steep--Cover with boiling water and let stand without additional heating until flavor and color are extracted, as for tea

W. Stew--Cook long and slowly in liquid

X. Toast--Brown by direct heat in toaster or in oven

V. Recipe abbreviations

(NOTE: To save time certain abbreviations are commonly used in recipes. An abbreviation is a shortened form of a word.)

A. Ounce--oz

B. Pound--lb or #

C. Few grains--fg

D. Teaspoon--t or tsp

E. Tablespoon--T or Tbsp

F. Gram--g

G. Kilogram--kg

H. Liter--L

I. Milliliter--mL

J. Cup--C or c

K. Pint--pt

L. Quart--qt

M. Gallon--gal

N. Minute--min

O. Hour--h

P. Second--s

Q. Degrees Celsius--°C

R. Degrees Fahrenheit--°F

INFORMATION SHEET

VI. Oven temperatures and oven dial settings

- A. Very slow--120-135°C or 250-275°F
- B. Low or slow--150-165°C or 300-325°F
- C. Moderate--175-190°C or 350-375°F
- D. Hot or quick--200-220°C or 400-425°F
- E. Very hot--230-245°C or 450-475°F

VII. Equivalents of common household measures

- A. 1/8 t = 0.6 mL
- B. 1/4 t = 1.25 mL
- C. 1/2 t = 2.5 mL
- D. 1 t = 5 mL
- E. 1 T = 3 t
- F. 1 T = 15 mL
- G. Typical coffee measure = 25 mL
- H. 1 c = 16 T
- I. 1 c = 250 mL
- J. 1 c = 8 fl oz
- K. 1 T = 2 fl oz
- L. 1 pt = 2 c
- M. 1 pt = 500 mL
- N. 1 qt = 2 pt
- O. 1 qt = 1 000 mL
- P. 1 gal = 4 qt
- Q. 1 oz = 28.3 g
- R. 1 lb = 16 oz

INFORMATION SHEET

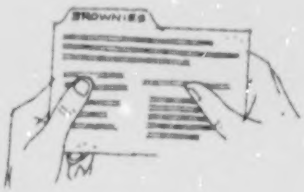
S. 35.2 oz or 2.2 lb = 1 kg

T. fg = Less than 1/8 t or 0.6 mL

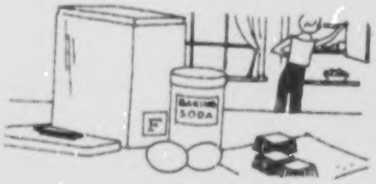
U. pinch = Less than 1/8 t or 0.6 mL

VIII. Steps for successful recipe use (Assignment Sheet #5)

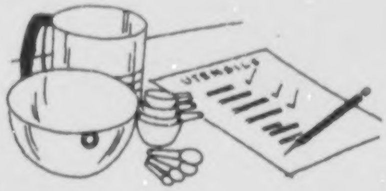
A. Read recipe carefully



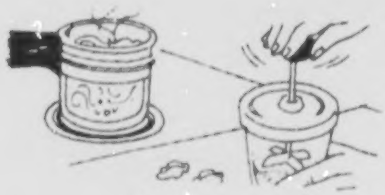
B. Get your ingredients together to be sure you have them all



C. Collect utensils; gather together all you will need

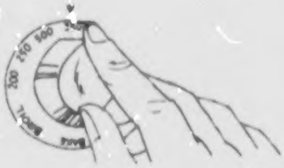


D. Complete preparation of ingredients, such as chopping nuts or melting chocolate

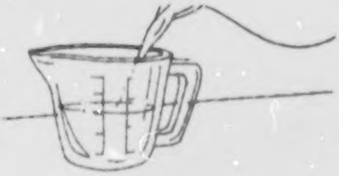


INFORMATION SHEET

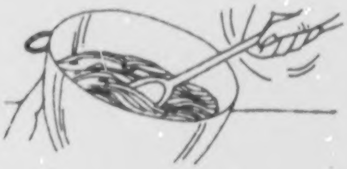
E. Set oven at desired temperature so that it can be preheated to proper temperature



F. Measure exactly

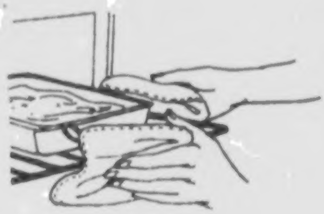


G. Mix carefully, following every direction exactly



H. Bake or cook as directed for perfect results

(NOTE: Center cooking utensil in oven for better circulation of air and quality of product.)



IX. Hygienic practices that a person should follow in food preparation

A. Work with clean hands and fingernails

(NOTE: Keep fingers away from mouth, hair, and face while preparing or serving! If you handle items not related to food, such as a handkerchief, wash hands again.)

B. Always use clean, separate spoon for tasting and stirring foods

INFORMATION SHEET

C. Do not hang the dish towel on shoulder or use it to wipe hands

D. When silverware, utensils, or dish towel falls to floor, do not use it until washed

E. Wear clean, washable, and comfortable clothes

F. Keep work area clean

Examples:
Keep all food covered
Clean up spilled food immediately
Clean shelves and drawers frequently
Keep floors clean
Store equipment in clean areas

G. Avoid touching eating surfaces of plates, silverware, and glasses

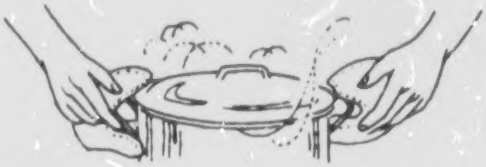
Examples: Handle silverware by handles and hold glasses by stems

H. Keep hair pulled back away from food

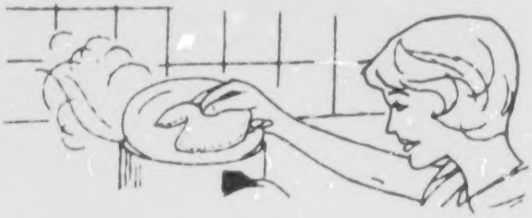
X. Guidelines for preventing accidents (Assignment Sheet #1)

A. Use dry pot holders when handling hot pans to avoid burns

(CAUTION: Wet pot holders or damp tea towels carry heat and cause steam burns.)

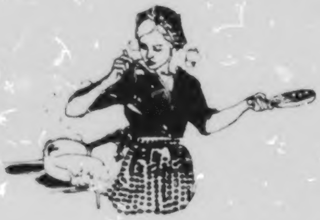


B. Open the lids of pots and pans away from user so steam will not burn hands or face as lid is removed



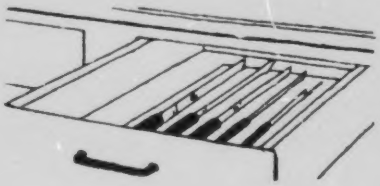
INFORMATION SHEET

C. Keep handles of pans turned away from outer edges of the range

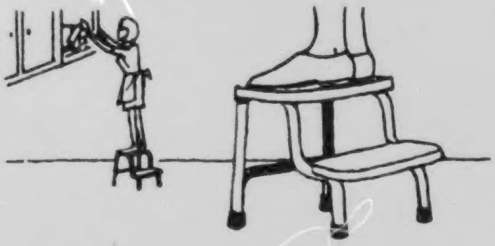


D. Store and wash sharp objects and knives separately

(NOTE: This will prevent cuts and the blades of knives will remain sharp longer. Do NOT place knives in the dishwater but wash each separately.)

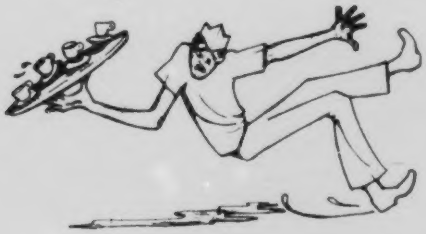


E. Use a sturdy stool when reaching for objects



F. Keep kitchen floors clean and dry to avoid any accidents by slipping

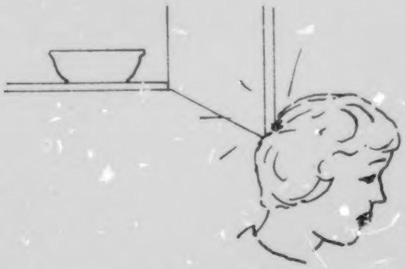
(NOTE: ALL SPILLS SHOULD BE WIPED UP IMMEDIATELY!)



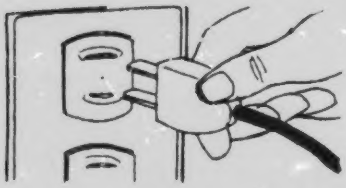
INFORMATION SHEET

G. Keep cupboard doors closed

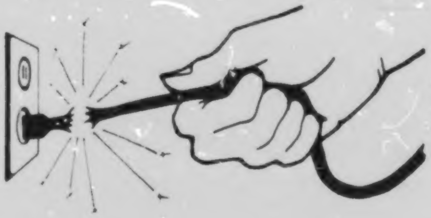
(NOTE: Open cupboard doors can cause injuries to all family members.)



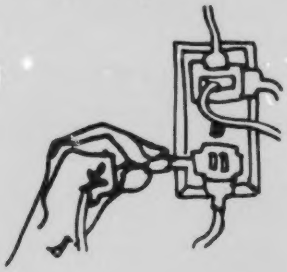
H. Disconnect cords by pulling plug, NOT cord



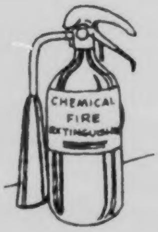
NOT

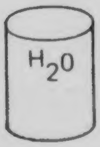


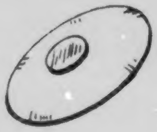
I. Avoid overloading electrical outlets

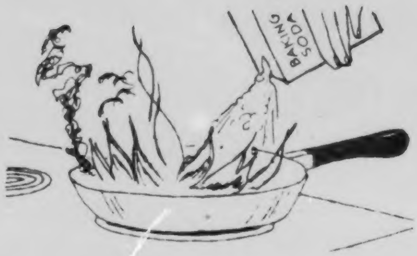


J. Keep fire extinguisher convenient


CHEMICAL
FIRE
EXTINGUISHER





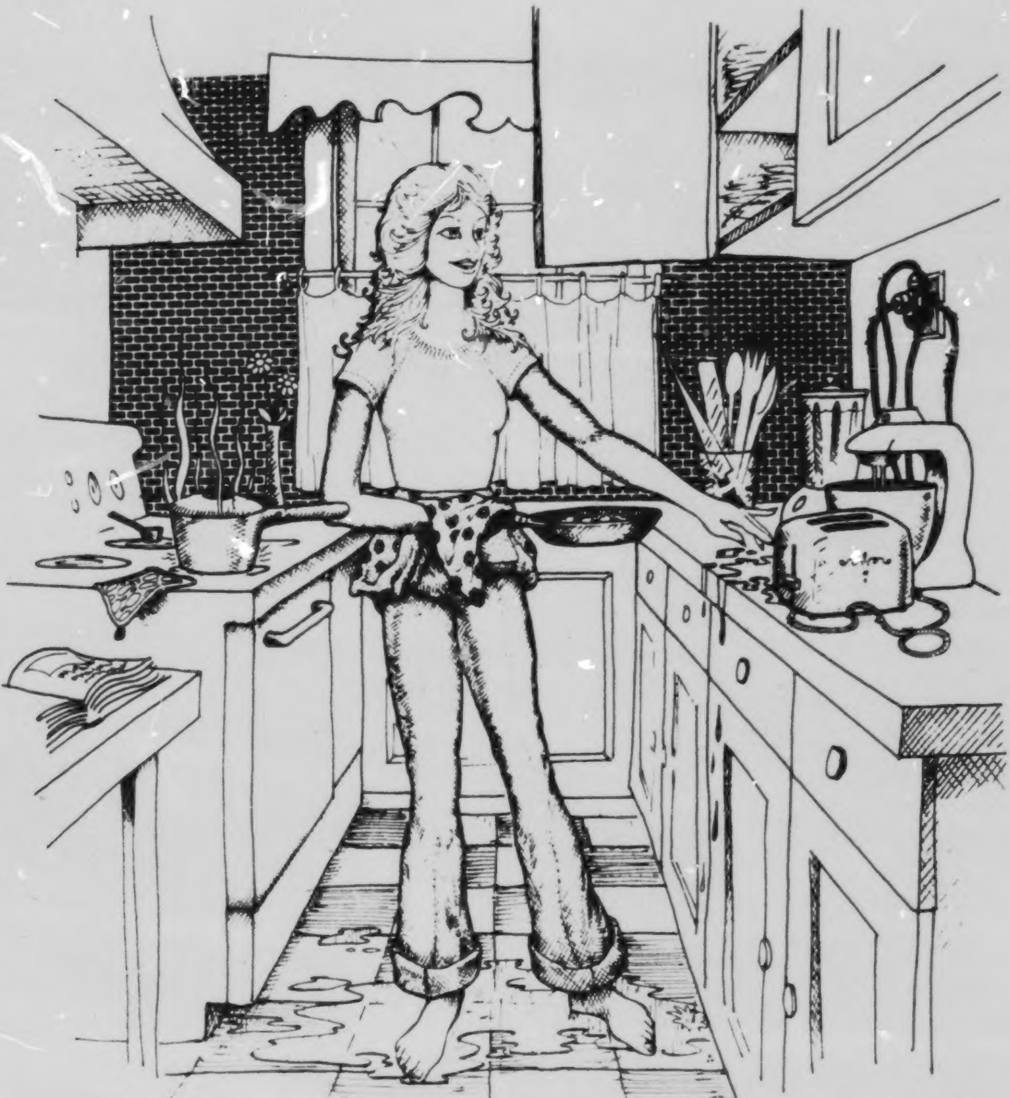

BAKING
SODA

FOOD PREPARATION
UNIT III

ASSIGNMENT SHEET #1--KITCHEN SAFETY

A kitchen can be hazardous to your health! List the hazards you find below on the back of this sheet.

(NOTE: If you find less than five hazards in this kitchen scene, you're not very safety-conscious. If you find ten or more, call yourself a safety expert.)



FOOD PREPARATION
UNIT III

ASSIGNMENT SHEET #2--EVALUATE RECIPES

Carefully selected recipes can save time and energy and prevent food waste. For example, listing dry ingredients first and then liquid ingredients will minimize the number of measuring utensils needed since the same utensil can be used for measuring more than one ingredient.

Additional facts included in a good standardized recipe which can influence the success or failure of a product are:

Proportion of ingredients
Method of mixing
Size of pan or utensil 20-cm (8-in) square, 2-L (2-qt) casserole, or 22.5-cm (9-in) cake pan
Preparation of pan (greasing, flouring, or lining with paper)
Baking or cooking temperature (medium heat or a specific temperature such as 175°C or 350°F)
Baking or cooking time (20-25 minutes)
Description of food when baking or cooking is completed ("fork tender" for vegetables or "knife comes out clean" for custards)
Number of servings or yield (4 or 5 servings or 2 1/2 dozen rolls)

Using the information above plus the information given in the unit, evaluate the recipes on the next page to answer the following questions:

1. Which recipe is better? ______________________________

____

2. Recipe __________ is good because ______________________

____

____

____

____

3. Recipe ________ is poor because ________________________

____

____

____

____

ASSIGNMENT SHEET #2

BUTTERMILK CORN BREAD

Mix up an egg, about 500 mL of buttermilk, 30 mL shortening. Then, mix together small amount of salt and soda, plus a pinch of baking powder, 62.5 mL flour, and 437 mL cornmeal. Add dry ingredients to liquid mixture. Stir. Pour into pan and bake in hot oven until done.

CORN BREAD

12 servings

312.5 mL cornmeal
187.5 mL sifted all-purpose flour
62.5 mL sugar
15 mL baking powder
2.5 mL salt
1 egg
250 mL milk
52.6 mL vegetable oil or bacon drippings

1. Sift together cornmeal, flour, sugar, baking powder, and salt.
2. Beat egg well, add milk and fat, and mix thoroughly.
3. Pour liquid mixture into flour mixture, stirring lightly until flour mixture is just moistened.
4. Fill greased pan (square, round, or muffin) one-half to two-thirds full.
5. Bake in hot oven (200°C) for 20 to 25 minutes or until brown.
6. Cut as desired and serve hot.

FOOD PREPARATION
UNIT III

ASSIGNMENT SHEET #3--MAKE A TIME-WORK PLAN

Before you begin to work in the kitchen, you need to arrange your work for preparing a single dish or a meal into a time-work plan. The steps in food preparation are to decide which foods you wish to make, find the recipes, check your supplies, prepare a grocery list, and establish a time-work plan.

On your time-work schedule, list the foods you wish to prepare, the food supplies needed, the steps or activities in preparing the food, the utensils and equipment needed, the order in which you will perform the activities, and the time required to do them.

Choose or plan a menu and use the sample time-work plan on the following page as a guide for preparing your own work plan.

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Food to Prepare: Cocoa Drop Cookies

Food Supplies Needed:

All-purpose flour 437.5 mL (1 3/4 c)
Soda 2.5 mL (1/2 t)
Salt 2.5 mL (1/2 t)
Cocoa 125 mL (1/2 c)
Shortening 125 mL (1/2 c)
Sugar 250 mL (1 c)
Egg (1 egg)
Buttermilk 187.5 mL (3/4 c)
Vanilla 5 mL (1 t)

Utensils Needed:

Set of graduated measuring cups
Glass measuring cup
Set of measuring spoons
Flour sifter
Spatula and rubber scraper
2 sheets paper for sifting
Medium mixing bowl
Wooden mixing spoon
Metal spoon to lift flour and pack shortening
Spoon to drop cookies
2 cookie sheets
2 racks to cool cookies
Container to store cookies

Order to Work:	**Time in Minutes**
1. Assemble utensils and ingredients	3
2. Measure all ingredients	5
3. Set oven at 200°C or 400°F; check rack position	1
4. Mix cookies a. Soften shortening in bowl with wooden spoon b. Add sugar and egg and beat thoroughly c. Add milk and vanilla and stir d. Sift flour, soda, salt, and cocoa into bowl with shortening and stir to blend	10
5. Bake cookies a. Drop rounded spoonsful on cookie sheet about 5 cm (1 in) apart. Bake 8 to 10 minutes. b. As cookies bake, drop dough on second cookie sheet and begin to clean up. c. Bake second sheet of cookies. Remove baked cookies to cooling rack. Continue cleanup. d. After cooling, store baked cookies in covered jar or container.	25
Estimated total time	44

FL - 123-F

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ____________________

Food to Prepare: ____________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

FOOD PREPARATION
UNIT III

ASSIGNMENT SHEET #4--CONVERT RECIPES

If you expect to serve a different number than the recipe calls for, you must convert the recipe to the yield you want. To convert means to change. When you convert a recipe, you change the quantity of EACH ingredient. You either increase or decrease it by the same amount as you wish to increase or decrease the yield.

To halve a recipe, use exactly one-half the amount of each ingredient.

Example: 1/2 x 250 mL = 125 mL

1/2 x 3 tablespoons = 1 1/2 tablespoons or
1 tablespoon plus
1 1/2 teaspoons

(NOTE: If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the beaten egg evenly into two custard or tea cups.)

To double a recipe, use exactly twice the amount of each ingredient.

Example: 2 x 250 mL = 500 mL

2 x 3 tablespoons = 6 tablespoons or 1/4 c plus 2 T

REMEMBER!!! 16 tablespoons = 1 cup
1 tablespoon = 3 teaspoons
1/2 tablespoon = 1 1/2 teaspoons

(NOTE: WHEN YOU DIVIDE A RECIPE OR DOUBLE A RECIPE, WRITE DOWN THE REDUCED OR INCREASED VERSION!!! DOUBLE-CHECK YOUR ARITHMETIC. If ingredients do not divide evenly, you may want to make the whole recipe and freeze half to use later. Also, express amounts in the most convenient unit of measurement.)

1. Change each of the following ingredients to accommodate yield change from 100 to 500. Remember to convert to the largest measurement.

   (NOTE: Show your arithmetic!)

   a. 8 oz apples ______________________________

   b. 2 c bananas ______________________________

   c. 6 qt pears ______________________________

   d. 4 pt oranges ______________________________

ASSIGNMENT SHEET #4

2. Change each of the following recipe ingredients to accommodate yield change from 12 to 6.

   (NOTE: Show your arithmetic!)

   a. 3 c flour ______________________

   b. 1 T soda ______________________

   c. 3/4 c milk ______________________

   d. 2 t salt ______________________

3. Use the following recipe for Baked Cheese Fondue to accommodate the indicated yields shown below.

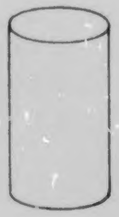
a--Need 2 servings

____
____
____
____
____
____
____

Baked Cheese Fondue

1 cup soft bread crumbs
1 cup grated American cheese
1/2 teaspoon salt
Few grains pepper
1 tablespoon margarine, melted
3 eggs separated
1 cup milk

Yield: 4



b--Need 12 servings

____
____
____
____
____
____
____

ASSIGNMENT SHEET #4

4. This recipe for a marinated vegetable salad makes enough for eight people. Assume your class or group is having a picnic, and you need to make a salad to feed 32 people. How much of each of these ingredients will you need? Express amounts in the most convenient unit of measurement. For example: 1000 mL = 1 liter.

Marinated Vegetable Salad (serves 8 people)	For 32 people
250 mL vinegar	
175 mL sugar	
125 mL salad oil	
5 mL salt	
250 g frozen beans	
125 g canned peas	
5 g onion, chopped	

FOOD PREPARATION
UNIT III

ASSIGNMENT SHEET #5--USE A RECIPE

Select or plan a menu, prepare a time-work plan, and use a recipe to prepare one of the dishes in the menu.

ASSIGNMENT SHEET #5

TIME-WORK PLAN

Name ____________________

Kitchen ____________________

Food to Prepare: ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work

1.

2.

3.

4.

5.

6.

7.

Time in Minutes

FOOD PREPARATION
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

1. Corn bread recipe
2. Corn bread recipe--Lists all ingredients (dry first, then liquid); indicates size of cooking utensil, preparation of pan, baking and cooking temperatures, and yield; describes food as it should appear
3. Buttermilk corn bread recipe--Lacks the list of ingredients; fails to explain description of food; does not indicate size of pan or yield; does not include exact proportion of ingredients; unclear mixing instructions (e.g., stir--until well mixed or until moist?); gives liquid ingredients first; does not include instructions for preparation of pan or cooking time

Assignment Sheet #4

1. a. 2 1/2 lbs apples
   b. 2 qt plus 1 pt bananas
   c. 7 1/2 gal pears
   d. 2 1/2 gal oranges
2. a. 1 1/2 c flour
   b. 1 1/2 t soda
   c. 3 oz milk
   d. 1 t salt
3. a. 1/2 cup soft bread crumbs
   1/2 cup grated American cheese
   1/4 teaspoon salt
   Few grains pepper
   1 1/2 teaspoons margarine, melted
   1 1/2 eggs
   1/2 cup milk

   (NOTE: Break one egg, beat, divide evenly using a tablespoon and two custard cups.)

   b. 3 cups soft bread crumbs
   3 cups grated American cheese
   1 1/2 teaspoons salt
   Few grains pepper
   3 tablespoons margarine, melted
   9 eggs, separated
   3 cups milk

4. 1 L vinegar
700 mL sugar
500 mL salad oil
20 mL salt
1 kg frozen beans
500 g canned peas
200 g onion, chopped

FOOD PREPARATION
UNIT III

TEST

NAME____________________________________SCORE______________________

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Number of servings to be expected from a recipe

_____b. Directions for preparing a food

_____c. Recipe that has been worked out in detail and thoroughly tested for accuracy and acceptability

_____d. Food item required for a specific task, job, or recipe

1. Ingredient
2. Yield
3. Recipe
4. Standard or tested recipe

2. Match mixing techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided. Definitions are continued on the next page.

_____a. Cut fat into dry ingredients until mixture is in very small pieces

_____b. Mix with an over-and-over motion using a spoon, rotary beater, or electric mixer

_____c. Mix several ingredients so that they are well combined but not beaten

_____d. Soften and blend until smooth and light by mixing with a spoon or electric mixer

_____e. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until all is evenly mixed

_____f. Beat rapidly with rotary beater, electric mixer, or wire whip to incorporate air and make light and fluffy

1. Fold in
2. Beat
3. Blend or combine
4. Cream
5. Cut in
6. Knead
7. Sift
8. Stir
9. Whip

______ g. Mix ingredients with circular motion

______ h. Put dry ingredients (flour, powdered sugar) through a sifter or a fine sieve to aerate

______ i. Manipulate by folding dough forward, pushing dough, and rolling it back with the heel of the hand

3. Match cutting techniques on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______ a. Cut in long, thin strips, approximately 6 mm (1/4 in) thick

______ b. Rub food, such as lemon or orange peel, against grater to obtain fine particles

______ c. Cut in long, thin pieces, smaller than 6 mm (1/4 in)

______ d. Cut by putting food through a food chopper or grinder

______ e. Tear or cut into thin pieces or strips

______ f. Trim away, usually with paring knife or vegetable peeler, a thin outside skin or covering

______ g. Cut into very small pieces, 6 mm (1/4 in) or less

______ h. Cut into very small pieces about 6 mm (1/4 in) in size

______ i. Strip away outside skin or covering, usually by hand

______ j. Cut into small irregularly shaped pieces

______ k. Divide foods into smaller pieces with a knife or with scissors

______ l. Cut into small pieces about 12.5 mm (1/2 in) in size

1. Chop
2. Cube
3. Cut
4. Dice
5. Grate
6. Grind
7. Mince
8. Pare
9. Shred
10. Sliver
11. Julienne
12. Peel

4. Match cooking techniqus on the right to the correct descriptions on the left by placing the appropriate numbers in the blanks provided.

______ a. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce

______ b. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat

______ c. Spoon drippings or other liquid over food while cooking

______ d. Cook in hot fat

______ e. Lower the temperature of food below 0°C or 32°F

______ f. Coat the surface with substance such as flour, milk, meal, or bread crumbs

______ g. Pour off liquid

______ h. Cook in fat which completely covers the food

______ i. Place food in refrigerator until cold

______ j. Make the surface of the food brown in color by frying, broiling, toasting, or baking

______ k. Cook under direct heat or over coals

______ l. Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam (100°C or 212°F)

______ m. Add decorative touches to foods/meals

______ n. Heat a liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water

______ o. Cook over steam rising from boiling water

______ p. Cook in liquid just below boiling point (90°-95°C or 185°-210°F)

1. Bake
2. Baste
3. Barbecue
4. Simmer
5. Broil
6. Brown
7. Chill
8. Steam
9. Drain
10. Dredge
11. Freeze
12. Fry
13. Garnish
14. Scald
15. Boil
16. Deep-fat fry

______q. Cover with boiling water and let stand without additional heating until flavor and color are extracted, as for tea

______r. Boil in water until partially cooked

______s. Cook gently in hot liquid below the boiling point

______t. Heat a pan, broiler, or oven to desired temperature before cooking the food

______u. Cook by dry heat, uncovered in oven

______v. Cook over direct heat uncovered in small amount of fat, butter, or oil

______w. Cook long and slowly in liquid

______x. Brown by direct heat in toaster or in oven

17. Roast
18. Sauté
19. Parboil
20. Preheat
21. Poach
22. Steep
23. Stew
24. Toast

5. Write the recipe abbreviations used for weights, measures, time, and oven temperatures listed below.

a. Ounce ______________________

b. Pound ______________________

c. Degrees Fahrenheit ______________

d. Few grains ______________________

e. Teaspoon ______________________

f. Degrees Celsius ______________

g. Second ______________________

h. Hour ______________________

i. Minute ______________________

j. Tablespoon ______________

k. Gram ______________________

l. Gallon ______________________

m. Kilogram ______________________

n. Quart ______________________

o. Pint ______________________

p. Cup ______________________

q. Milliliter ______________________

r. Liter ______________________

6. Match oven temperatures on the right to the oven dial settings on the left by placing the correct numbers in the blanks.

_____a. 200-220°C or 400-425°F

_____b. 120-135°C or 250-275°F

_____c. 230-245°C or 450-475°F

_____d. 175-190°C or 350-375°F

_____e. 150-165°C or 300-325°F

1. Very hot
2. Low or slow
3. Hot or quick
4. Moderate
5. Very slow

7. Match common household measures on the right to the equivalents on the left by placing the appropriate numbers in the blanks provided. An answer may be used more than once and a blank may have more than one answer.

_____a. 250 mL

_____b. 5 mL

_____c. 0.6 mL

_____d. Less than 1/8 t or 0.6 mL

_____e. 1.25 mL

_____f. 3 t

_____g. 1 kg

_____h. 2.5 mL

_____i. 15 mL

_____j. 2 c

_____k. 16 T

_____l. 8 fl oz

_____m. 25 mL

_____n. 2 fl oz

_____o. 500 mL

_____p. 2 pt

_____q. 4 qt

_____r. 16 oz

_____s. 28.3 g

_____t. 1 000 mL

1. 1/8 t
2. 1/4 t
3. 1/2 t
4. 1 t
5. 1 T
6. Typical coffee measure
7. 1 c
8. 1 pt
9. 1 qt
10. 1 gal
11. 1 oz
12. 1 lb
13. 35.2 oz or 2.2 lb
14. fg
15. pinch

8. Arrange in order the steps for successful recipe use. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Complete preparation of ingredients, such as chopping nuts or melting chocolate

_____b. Bake or cook as directed for perfect results

_____c. Read recipe carefully

_____d. Set oven at desired temperature so that it can be preheated to proper temperature

_____e. Measure exactly

_____f. Get your ingredients together to be sure you have them all

_____g. Collect utensils; gather together all you will need

_____h. Mix carefully, following every direction exactly

9. Describe hygienic practices that a person should follow in food preparation.

____

____

____

____

____

____

10. Select from list below guidelines for preventing accidents. Place an "X" in the appropriate blanks.

_____a. Keep handles of pans turned away from outer edges of the range

_____b. Store sharp objects and knives with other utensils

_____c. Use wet pot holders when handling hot pans and skillets

_____d. Open the lids of pots and pans away from user so steam will not burn hands or face as lid is removed

_____e. Use four electrical cords for each electrical outlet

_____f. Use a kitchen chair when reaching for objects

_____g. Disconnect cords by pulling on cord

11. Evaluate recipes.

12. Make a time-work plan.

13. Convert the following recipes to accommodate the necessary yield changes. Show your arithmetic.

a. Decrease to six servings

BAKED HAMBURGERS

2 lbs ground beef
1/4 c chopped onion
1 c soft bread crumbs
1/2 c milk
2 t salt
1/4 t pepper

Yield: 10-12 servings

b. Increase to twenty-four servings

WHOLE WHEAT MUFFINS

1 egg
250 mL milk
62.5 mL vegetable oil or melted shortening
250 mL flour
250 mL whole wheat flour
62.5 mL sugar
15 mL baking powder
5 mL salt

Yield: 12 servings

14. Use a recipe.

(NOTE: If activities eleven, twelve, and fourteen have not been accomplished prior to the test, ask your instructor when they should be completed.)

FOOD PREPARATION
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (4 points)

a.	2
b.	3
c.	4
d.	1

2. (9 points)

a.	5	f.	9
b.	2	g.	8
c.	3	h.	7
d.	4	i.	6
e.	1		

3. (12 points)

a.	11	g.	7
b.	5	h.	4
c.	10	i.	12
d.	6	j.	1
e.	9	k.	3
f.	8	l.	2

4. (24 points)

a. 3
b. 1
c. 2
d. 12
e. 11
f. 10
g. 9
h. 16
i. 7
j. 6
k. 5
l. 15
m. 13
n. 14
o. 8
p. 4
q. 22
r. 19
s. 21
t. 20
u. 17
v. 18
w. 23
x. 24

5. (18 points)

a. oz
b. lb or #
c. °F
d. fg
e. t or tsp
f. °C
g. s
h. h
i. min
j. T or Tbsp
k. g
l. gal
m. kg
n. qt
o. pt
p. C or c
q. mL
r. L

6. (5 points)

a. 3
b. 5
c. 1
d. 4
e. 2

7. (20 points)

a. 7

b. 4

c. 1

d. 14, 15

e. 2

f. 5

g. 13

h. 3

i. 5

j. 8

k. 7

l. 7

m. 6

n. 5

o. 8

p. 9

q. 10

r. 12

s. 11

t. 9

8. (16 points)

a. 4

b. 8

c. 1

d. 5

e. 6

f. 2

g. 3

h. 7

9. (4 points)

Description should include:

a. Work with clean hands and fingernails

b. Always use clean, separate spoon for tasting and stirring foods

c. Do not hang the dish towel on shoulder or use it to wipe hands

d. When silverware, utensils, or dish towel falls to floor, do not use it until washed

e. Wear clean, washable, and comfortable clothes

f. Keep work area clean

g. Avoid touching eating surfaces of plates, silverware, and glasses

h. Keep hair pulled back away from food

10. (14 points)

a, d

11. Evaluated to the satisfaction of the instructor (14 points)

12. Evaluated to the satisfaction of the instructor (20 points)

13. (10 points)

a. BAKED HAMBURGERS

1 lb ground beef
2 T chopped onion
1/2 c soft bread crumbs
1/4 c milk
1 t salt
1/8 t pepper

b. WHOLE WHEAT MUFFINS

2 eggs
500 mL milk
125 mL vegetable oil or melted shortening
500 mL flour
500 mL whole wheat flour
125 mL sugar
30 mL baking powder
10 mL salt

14. Evaluated to the satisfaction of the instructor (30 points)

SPECIAL OCCASIONS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan a party, make introductions properly, and use good manners. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with special occasions to the correct definitions.
2. Distinguish between responsibilities of guests and hosts.
3. Name three parts of an invitation.
4. Discuss proper way to respond to an invitation.
5. Select from a list guidelines for making introductions.
6. Name two rules of good table manners.
7. Select from a list proper etiquette guidelines for eating in a restaurant.
8. Write an invitation.
9. Answer an invitation.
10. Make an introduction.
11. Plan a party.

SPECIAL OCCASIONS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for the instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Brainstorm entertainment ideas for different types of parties.

Examples: Mount pictures of well-known people on a number of poster boards or pieces of construction paper. These pictures can be clipped from newspapers or sports, television, and news magazines. Number the pictures and locate them in different areas of the room. Supply everyone with paper and pencils and have them list the names of the people pictured. Call time. Check their answers and award fun prizes to the people with the greatest number of correct answers.

Pin the names of famous people, real or imaginary, on peoples backs when they get to the party. Guests then try to guess the names pinned to them by walking around and asking each other questions. To make it even more fun, limit the answers to "yes" or "no." When people get "no" answers they must move on and question someone else.

F. Divide class into groups or ask one group to use Assignment Sheet #4 to plan a party for people in another age group. Remind students to focus their plans on the individuals, their interests, physical limitations, and food likes and dislikes.

(NOTE: After the party, discuss why it was successful and what could have been done differently.)

G. Make tape recordings of student introductions and critique.

H. Arrange for a field trip to a restaurant where students can conciously practice good table manners and proper etiquette.

I. Have students exchange invitations from Assignment Sheet #1 to complete Assignment Sheet #2.

J. Give test.

K. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Write an Invitation

2. Assignment Sheet #2--Answer an Invitation

3. Assignment Sheet #3--Make an Introduction

4. Assignment Sheet #4--Plan a Party

D. Test

E. Answers to test

III. Unit references:

A. Kelly, Joan and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc. 1977.

B. McDermott, Irene E. and Nicholas, Florence W. *Homemaking for Teen-agers: Book I.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

C. Allen, Betty. *Mind Your Manners.* 3rd ed. Philadelphia: J. B. Lippincott Company, 1971.

D. *Shine When You Dine.* Costa Mesa, CA: Franklin Clay Films, 1976.

(NOTE: Two color filmstrips and two cassettes available from Franklin Clay Films, P. O. Box 2213, Costa Mesa, CA 92626.)

SPECIAL OCCASIONS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. RSVP--Letters standing for the French words, "Respondez s'il vous plait," meaning "Reply, please"

(NOTE: Informal invitations may simply say, "Please let me know if you can come.")

B. Tipping--Percentage of money given for some service

C. Invitation--Written or oral message asking someone to attend a specific function

D. Introduction--Formal presentation of one person to another

E. Manners--Polite ways of social behavior

F. Etiquette--Manners established by convention as acceptable or required in social situations

II. Responsibilities of guest and host (Assignment Sheet #4)

A. Host

1. Plan party around an idea or a central theme

Examples: Halloween, reunion, going-away

2. Decide on the guest list

(NOTE: If you are planning to entertain members of a club or an organization, invite all members. If you are planning a party for friends, decide whom you wish to invite; it is always better to be kind and generous with invitations. Everyone should have something in common. Try to keep parties small enough so that your space is not crowded.)

3. Plan food to be served

(NOTE: Remember that foods eaten at parties are a part of daily nutrition!)

Examples: Potato chips and carbonated beverages vs. minipizzas, kabobs strung with pineapple tidbits, luncheon meat, cheese cubes, or fresh vegetables or fruit with fondue

INFORMATION SHEET

4. Plan entertainment

(NOTE: A good idea for entertainment is better than expensive decorations or fancy food. THE BEST PLANNED PARTIES ARE THOSE WHICH GIVE EVERYONE A CHANCE TO TAKE PART.)

5. Get everything ready

Examples: Food, house, invitations, activities

6. Mingle with guests

(NOTE: Visit with everybody and avoid spending most of your time with only one or two people. Try to talk about subjects people are interested in so that they feel important.)

B. Guest

1. Respond to invitation promptly
2. Mingle with guests
3. Arrive and leave on time
4. Express appreciation for invitation

III. Parts of an invitation (Assignment Sheet #1)

(NOTE: Whether an invitation is formal or informal, written or oral, it should contain the following three basic parts.)

A. When

Examples: Date, hour that the party begins, hour that party ends

B. Where

Example: Address or directions for getting there

C. What

Examples: Kind of party, kind of dress

IV. Proper way to respond to an invitation (Assignment Sheet #2)

A. Answer invitations as soon as possible

B. Give answer directly to the person who invited you

INFORMATION SHEET

C. Repeat the date, time, and place to be sure that you have not made an error

D. Express your pleasure at having been invited

V. Guidelines for making introductions (Assignment Sheet #3)

(NOTE: One important hosting responsibility includes seeing that all guests know each other. Introductions need not be awkward if you can practice the simple rules!)

A. Introduce males to females

Example: "Julie, may I introduce Bill?"

B Introduce younger persons to older persons

Example: "Mrs. Nelson, I would like for you to meet Tim Wells."

C. Introduce all individuals to clergy representatives

Example: "Father O'Neal, may I present my mother?"

VI. Basic rules of good table manners

A. Don't draw attention to yourself

Examples: Avoid stirring coffee or tea vigorously--once or twice around is enough to mix in cream and/or sugar

Break off one small piece of bread and butter and eat

Never sniff suspiciously at an unfamiliar food while you are trying to decide to eat it

Never say, "I'm full," or "I can't eat again for a week."

Never gulp water--sip from the glass quietly between bites

Never chase a few peas or bread crumbs around your plate as idle accompaniment to conversation

Never openly estimate the calories being consumed

Never scoop out a baked potato, season it, and churn it back and forth with your fork--break it open with your fork and eat it from the skin

INFORMATION SHEET

Never continue eating long after others have stopped

Never say, "I don't like it," about any food that is offered, find fault with food, or make a face with food

Never tip your chair back so that it rests on only two legs

Never blow on your food to cool it

Never cut up all of your food before beginning to eat

Remove your spoon from a cup or tall dish

B. Think about the comfort of others

Examples: Never lick your fork or spoon--take small bites and eat all of each bite at one time

Never sprawl your legs out far enough under the table to encroach upon the territory of others

Never let your plate look messy, e.g., pour catsup over all food

Never talk or drink with food in your mouth

Never scratch your head, yawn, stretch, or slouch at the table

Never load your fork or spoon too heavily

Never send your crackers or bread to a watery grave in your soup

Never monopolize the conversation or sit in gloomy silence

Never reach across the table or in front of anyone

Never take bites too large to control easily

Never serve yourself with your own silver

Never put your fingers in your mouth except in an emergency, such as to retrieve a small bone

Never pick your teeth in the presence of others

Always chew your food silently, with your mouth closed

Always take your soup from the side of the spoon--never meet any spoon head on

INFORMATION SHEET

VII. Proper etiquette for eating in a restaurant

A. Allow head waiter or hostess (if available) to show you to table

B. Men may hold chairs for women; if there are no men in the party, the waiter will hold the chair

C. Men remove their top coats before entering the dining room

D. Women remove coats as they are seated

(NOTE: The woman should never place her purse on the table.)

E. Men may order for women after they have made their preferences known

F. Waiters/waitresses are happy to make suggestions or to answer questions

G. Use good manners

H. Leave appropriate tip

(NOTE: The most common flexible limits are between a minimum of 15 percent and a maximum of 20 percent. However, if you have asked for special services, tip accordingly.)

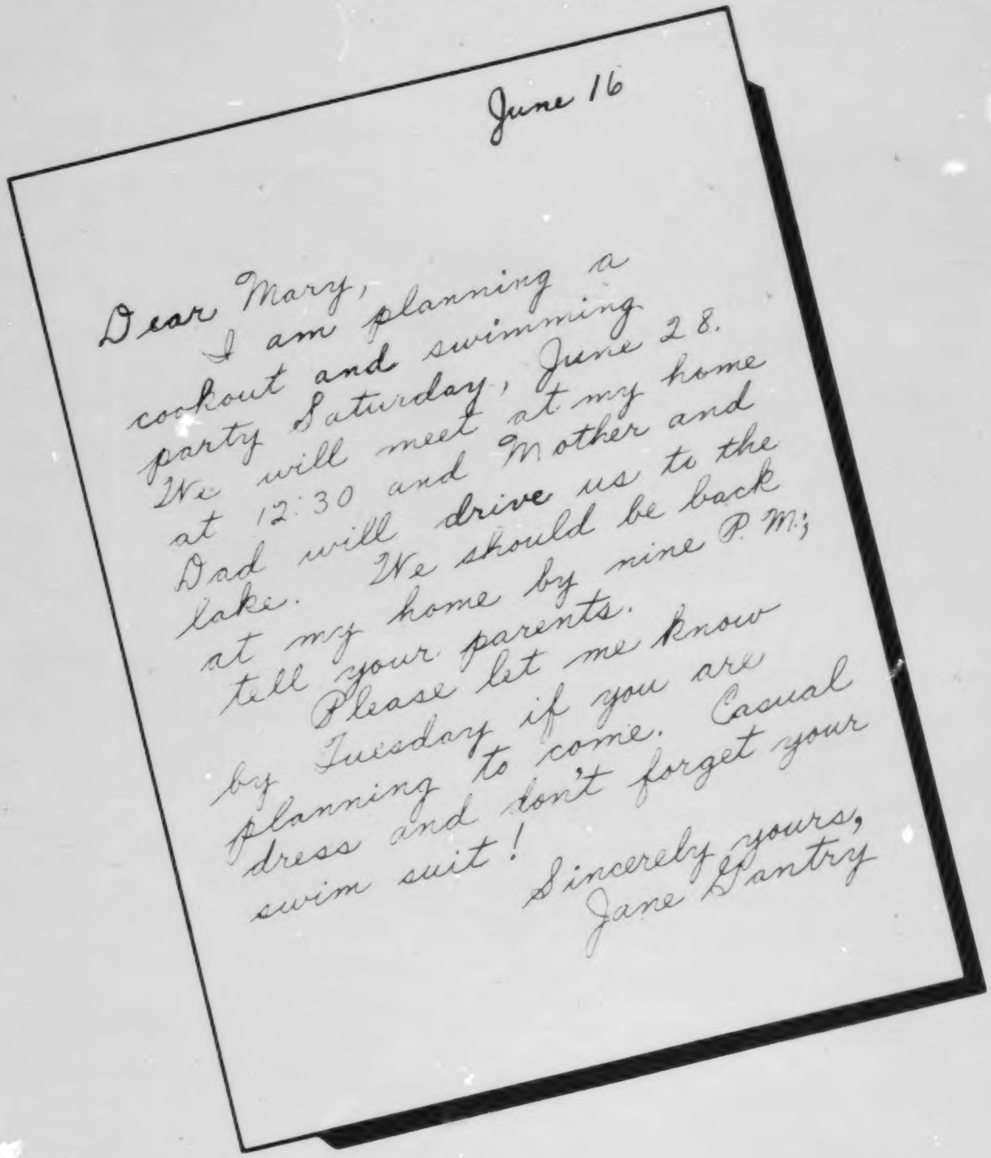
I. Avoid lingering at the table

SPECIAL OCCASIONS
UNIT IV

ASSIGNMENT SHEET #1-WRITE AN INVITATION

One important hosting responsibility is to extend the invitations. Plan to invite your guests at least a week or ten days before the party. Using the guidelines in your unit and the example below, write an invitation.

(NOTE: You can make your own invitations or buy printed ones which you complete.)



June 16

Dear Mary,

I am planning a cookout and swimming party Saturday, June 28. We will meet at my home at 12:30 and Mother and Dad will drive us to the lake. We should be back at my home by nine P.M.; tell your parents.

Please let me know by Tuesday if you are planning to come. Casual dress and don't forget your swim suit!

Sincerely yours,
Jane Gantry

SPECIAL OCCASIONS
UNIT IV

ASSIGNMENT SHEET #2--ANSWER AN INVITATION

Whenever you are invited to attend a party, it is best to answer the invitation as soon as possible. When you answer, be sure to do so directly to the person who invited you. Repeating the time, date, and place is a good habit to make. You might even avoid making the mistake of appearing when you are not expected.

Although many invitations are answered orally, write your response to an invitation below.

SPECIAL OCCASIONS
UNIT IV

ASSIGNMENT SHEET #3--MAKE AN INTRODUCTION

An important responsibility of a good host is to see that all of the guests know each other. Use the rules in the unit to write or orally make the following introductions.

1. Introduce Brenda Ayers to your father.

2. Introduce Sue Pounds (age 18) to Ted Patton (age 18).

3. Introduce your boyfriend to your minister.

(NOTE: To avoid a blank silence after the introduction, you might add a few words designed to start a conversation. Maybe one of the persons has an interesting hobby, other special interest, or unusual experience. Mention it and the two will have something to start talking about. They will feel less self-concious and your introduction will be more friendly. PRACTICE INTRODUCTIONS UNTIL YOU FEEL RELAXED AND AT EASE WHILE MAKING THEM!!!)

SPECIAL OCCASIONS
UNIT IV

ASSIGNMENT SHEET #4--PLAN A PARTY

Giving a party can be as much fun as going to one. When you invite friends to a party, you want people to enjoy themselves. One way to judge the success of a party is by whether or not you have had a good time.

People have parties for all kinds of reasons. Sometimes there is no special reason at all, except that they would like to have friends get together. Party-givers who are successful usually plan ahead and are fairly well organized.

Using the guidelines in the unit, plan a party. Write your plans briefly in the spaces below.

1. The central theme or the party idea is ______________________________

   ____

2. The guest list includes ______________________________________

   ____

   ____

   ____

3. Food to be served is ____

   ____

   ____

4. Entertainment activities include ______________________________

   ____

   ____

   ____

SPECIAL OCCASIONS
UNIT IV

TEST

NAME ______________________________ SCORE ________________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Formal presentation of one person to another

_____b. Percentage of money given for some service

_____c. Letters standing for the French words, "Respondez s'il vous plait," meaning "Reply, please."

_____d. Polite ways of social behavior

_____e. Written or oral message asking someone to attend a specific function

_____f. Manners established by convention as acceptable or required in social situations

1. RSVP
2. Tipping
3. Invitation
4. Introduction
5. Manners
6. Etiquette

2. Distinguish between responsibilities of guests and hosts. Place an "H" in front of the host's responsibilities and a "G" in front of the guest's responsibilities. A blank may have more than one correct answer.

_____a. Mingle with guests

_____b. Arrive and leave on time

_____c. Get everything ready

_____d. Plan entertainment

_____e. Express appreciation for invitation

_____f. Respond to invitation promptly

_____g. Plan food to be served

_____h. Decide on guest list

_____i. Plan party around an idea or a central theme

3. Name three parts of an invitation.

a. ____________________

b. ____________________

c. ____________________

4. Discuss proper way to respond to an invitation.

____

____

____

5. Select from the list below guidelines for making introductions. Place an "X" in the appropriate blanks.

_____a. Introduce females to males

_____b. Introduce older persons to younger persons

_____c. Introduce all individuals to clergy representatives

6. Name two rules of good table manners.

a. ____________________

b. ____________________

7. Select from the list below proper etiquette guidelines for eating in a restaurant. Place an "X" in the appropriate blanks.

_____a. Linger over coffee when meal is complete

_____b. Men remove their top coats as they are seated

_____c. Females hold chairs for themselves

_____d. Show yourself to a table of your choice

_____e. Women remove coats as seated and place purses on table

_____f. Men order for women

8. Write an invitation.

9. Answer an invitation.

10. Make an introduction.

11. Plan a party.

(NOTE: If activities 8-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SPECIAL OCCASIONS
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (12 points)
    a. 4
    b. 2
    c. 1
    d. 5
    e. 3
    f. 6
2. (18 points)
    a. H, G
    b. G
    c. H
    d. H
    e. G
    f. G
    g. H
    h. H
    i. H
3. (3 points)
    a. When
    b. Where
    c. What

4. (5 points)

Discussion should include:

   a. Answer invitations as soon as possible

   b. Give answer directly to the person who invited you

   c. Repeat the date, time, and place to be sure that you have not made an error

   d. Express your pleasure at having been invited

5. (6 points)

   c

6. (2 points)

   a. Don't draw attention to yourself

   b. Think about the comfort of others

7. (12 points)

   None

8. Evaluated to the satisfaction of the instructor (6 points)

9. Evaluated to the satisfaction of the instructor (6 points)

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (20 points)

SECTION G

HOUSING

HOUSING SELECTION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select suitable housing alternatives. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with housing selection to the correct definitions.
2. Select from a list human needs met by housing.
3. Arrange in order levels of human need.
4. Name housing alternatives.
5. Select from a list factors to consider in selection of housing alternatives.
6. Name options for financing housing alternatives.
7. Distinguish between advantages of renting and advantages of purchasing housing alternatives.
8. State guidelines used to estimate amount to spend on housing.
9. Arrange in order financial and legal steps involved in purchasing housing.
10. Discuss planning of living space to meet human and housing needs.
11. Discuss living space (housing) design and life-style.
12. Locate types of housing alternatives available in school district.
13. Compare advantages and disadvantages of housing alternatives.
14. Determine values that influence living space (housing) needs.
15. Evaluate housing alternatives according to own values.

16. Evaluate housing location in neighborhood.

17. Evaluate a housing alternative.

18. Interpret common blueprint symbols.

19. Interpret a lease.

20. Calculate amount to spend on housing.

HOUSING SELECTION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Plan a visit to a home where the family memorabilia is prominently displayed. Have a member of the family discuss family history as it is reflected in the objects decorating the home. Is a "sense of place" apparent?

   F. Assist students on Assignment Sheet #2 with some of the following warm-up activities to help them write their cinquains.

      1. List several synonyms for the word "hide-out."

      2. List several antonyms for the word "hide-out."

      3. Compare the word "hide-out" to other objects or ideas.

         Example: A hide-out is like . . .

      4. Classify meanings of "hide-out."

         Example: A hide-out is like . . . but different from . . . or is a part of . . .

   G. Invite a city government official to point out local ordinances affecting taxes, community services, pollution, heavy traffic, noise, and zoning in your locale.

   H. Use "Housing Alternatives" slides to reinforce objective four.

      (NOTE: These slides can be purchased from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074.)

   I. Ask a real estate broker to discuss his/her career and how he/she can aide in selection of housing alternatives.

   J. Arrange field trips for students to complete assignment sheets.

      (NOTE: It may be helpful to work with real estate agency to make arrangements.)

K. Invite a resource person (e.g., mortgage loan officer, banker) to speak about types of mortgages and mortgage contracts and pitfalls and advantages in home purchasing.

L. Obtain copies of documents (sales agreement, mortgage contracts, deed, and abstract) for students to examine.

M. Obtain from a bank or loan company a chart which compares total cost of housing with rate of interest and years of loan.

N. Use *Your Space and Mine* to motivate students before Assignment Sheets #1, #2, and #3.

O. Give test.

P. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Establish a Sense of Place with Personal Treasures

2. Assignment Sheet #2--Determine Individual Expression of Privacy

3. Assignment Sheet #3--Interpret Signs of Psychological Stimulation

4. Assignment Sheet #4--Locate Types of Housing Alternatives Available in School District

5. Assignment Sheet #5--Compare Advantages and Disadvantages of Housing Alternatives

6. Assignment Sheet #6--Determine Values that Influence Living Space (Housing) Needs

7. Assignment Sheet #7--Evaluate Housing Alternatives According to Own Values

8. Assignment Sheet #8--Evaluate Housing Location in Neighborhood

9. Assignment Sheet #9--Evaluate a Housing Alternative

10. Assignment Sheet #10--Interpret Common Blueprint Symbols

11. Assignment Sheet #11--Interpret a Lease

12. Assignment Sheet #12--Calculate Amount to Spend on Housing

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. "Human Environments: Do They Influence People?" *Forum.* Fall/Winter (1974).

B. *Your Space and Mine: A Behavioral Approach to Environments.* Educational Relations: J. C. Penney, Inc., 1975.

(NOTE: The teaching kit contains a three-part filmstrip, cassette, and coordinated activity sheets. The cost is $13.75. It can also be borrowed from the manager of the nearest retail J. C. Penney Store.)

C. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D. C. Health and Company, 1970.

D. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

E. Unger, Maurice. *Real Estate: Principles and Practices.* 5th ed. Dallas: South-Western Publishing Co., 1974.

F. *Consumer Education Curriculum Modules: A Spiral-Process Approach.* Part II: Valuing Process. Fargo, North Dakota: College of Home Economics, North Dakota State University, 1974.

G. *Home Buyer's Guide.* National Association of Home Builders of the United States; 15th and M Streets, N.W.; Washington, D.C. 20005.

(NOTE: This is available free upon request.)

H. *Selecting and Financing a Home.* Home and Garden Bulletin No. 182, U. S. Department of Agriculture.

(NOTE: This is available free upon request from county extension agent.)

I. *Wise Home Buying.* U. S. Department of Housing and Urban Development, Washington, D.C. 20410.

HOUSING SELECTION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Housing--Adequate living space suitable for an individual's and/or family's needs, values, and financial abilities; can be leased, rented, or purchased

B. Sense of place--Feelings or emotions that come with use or presence of items or possessions that have sentimental value

(NOTE: These items may/may not be connected with actual money value.)

C. Privacy--"Place" to be alone, to do things, to think, and to make decisions and mistakes without the entire "world" watching

(NOTE: EVERY PERSON NEEDS PRIVACY IN SOME WAY. THIS NEED FOR PRIVACY IS NOT THE SAME FOR EVERY PERSON.)

D. Psychological stimulation--Messages in the environment which add or take away from an individual's potential

E. Physiological--Characteristics dealing with body functions and vital processes

F. Housing alternatives--"Places" from which individuals/families can select to live

G. Zoning--Classification of real estate to regulate use of land

H. Traffic lanes--Routes of travel from one room to another and through an area within a house

(NOTE: TRAFFIC LANES USED MOST OFTEN SHOULD BE DIRECT AND EFFICIENT!)

I. Blueprint--Photographic reproduction of an original drawing of a floor plan

J. Floor plan--Layout of rooms in a house as they would appear if the roof were removed and the house viewed from above

K. Purchase offer--Buyer's showing of his/her serious intention to buy by making a firm bid on property to seller

L. Earnest money--Deposit made by prospective buyer to show that he/she is serious about the purchase; ties up property to prevent its sale to another party while financing is being arranged

(NOTE: If the deal goes through, the earnest money is applied against down payment or closing costs. If the deal does not go through, it may be forfeited.)

INFORMATION SHEET

M. Escrow--Money or documents held by a third party (e.g., real estate broker) until all conditions in a contract are fulfulled

N. Title (deed)--Official written contract that is evidence of person's legal right to ownership of property

O. Abstract--Brief history of the ownership of property

P. Mortgage--Pledging of property as security for payment of debt

II. Human needs met by housing (Assignment Sheets #1, #2, and #3)

A. Sense of place

B. Privacy

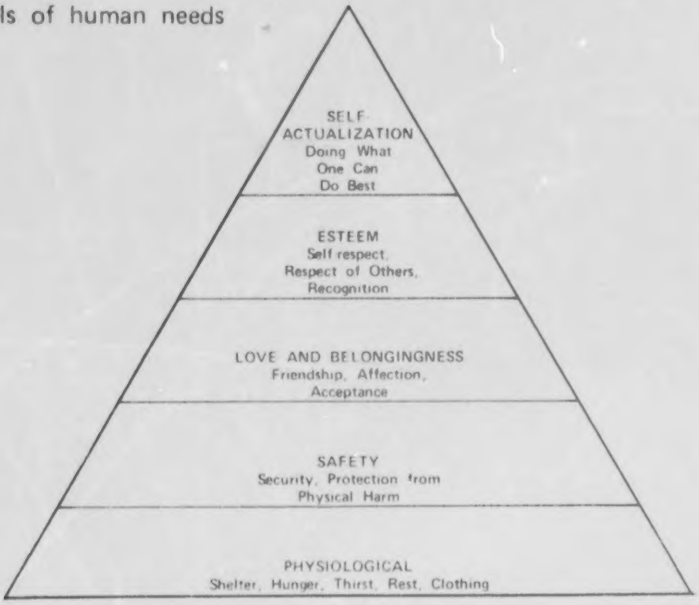
Examples: Being alone in a big city surrounded by people; absolute solitude; sound barrier, e.g., teens surrounded by loud music; repetitive tasks, e.g., knitting, changing oil in auto; territory provided by having own drawer, room, or part of a room

C. Psychological stimulation

D. Creativity

(NOTE: We need to be able to make our own "imprint" on one or more aspects of our environment to shape or control it to our liking. When people must live in housing where there is little chance for them to add their personal touch, such as no pets and prohibition on wall treatment and decoration, they respond with apathy.)

III. Levels of human needs


SELF-ACTUALIZATION
Doing What One Can Do Best
ESTEEM
Self respect, Respect of Others, Recognition
LOVE AND BELONGINGNESS
Friendship, Affection, Acceptance
SAFETY
Security, Protection from Physical Harm
PHYSIOLOGICAL
Shelter, Hunger, Thirst, Rest, Clothing

Adapted from Maslow's hierarchy of needs

INFORMATION SHEET

A. Physiological

Examples: Food, clothing, shelter, rest, exercise

B. Safety

Examples: Security, protection from physical harm

C. Love and belongingness (attention)

Examples: Love, sense of belonging, friendship, affection, acceptance

D. Esteem

Examples: Self-respect, respect for others, praise, recognition

E. Self-actualization

Example: Doing what one can do best

IV. Housing alternatives (Assignment Sheet #4)

A. Single-unit housing

1. Development
2. Detached house
3. Custom-built house
4. Mobile home
5. Prefabricated housing
6. Older or "preowned"
7. Vacation

   Example: Lake cabin

B. Multi-unit housing

1. Cooperative
2. Condominium
3. Apartment house
4. Duplex

INFORMATION SHEET

5. Hi-rise apartment building
6. Townhouse (rowhouse)
7. Vacation

   Examples: Motel, hotel
8. Rented room
9. Institutional

   Examples: Hospital, nursing home, dormitory

V. Factors to consider in selection of housing alternatives (Assignment Sheets #5, #6, #7, #8, #9, and #12)

(NOTE: These guidelines are somewhat similar for purchase or rental of property.)

A. Trend of the neighborhood

(NOTE: If ownership is the goal, the location and character of the neighborhood are even more important than for rental of housing. Neighborhoods with owner-occupied homes tend to be relatively stable in value.)

B. Site

(NOTE: Avoid site location in flood areas and in prevailing winds carrying noxious odors from factories.)

C. Governmental jurisdiction

(NOTE: This influences the kind and amount of taxes and the kind and quality of community services you get for your money. Communities differ in respect to control of air pollution, noise, heavy traffic, and zoning laws.)

D. Family needs, values, and goals (Assignment Sheets #6 and #7)

E. Convenience

Examples: Transportation needs and distance from jobs, grocery stores, shopping centers, churches, schools, recreational areas, and medical facilities

F. Provision and adequacy of utilities and services

Examples: Water supply, sewage, electric power, telephone service, streets, and fire protection

G. Exterior appearance

INFORMATION SHEET

H. Climate

I. Budget

J. Construction

VI. Options for financing housing alternatives (Assignment Sheet #12)

A. Purchase

B. Rental

VII. Advantages of renting and advantages of purchasing housing alternatives

A. Renting

1. Is difficult to estimate future housing needs

2. Want to become familiar with a new community before investing in a house

3. Expect to move soon and/or frequently

4. Do not have enough money for the down payment, closing costs, and other expenses involved in home purchase

5. Do not want responsibilities of home ownership

6. Can find better housing for the amount you can afford to pay

B. Purchasing

1. Can realistically estimate future housing needs

2. Know where you want to live

3. Expect to be in the same location for a number of years

4. Can make an adequate down payment, arrange a suitable mortgage, and pay closing costs and other expenses involved in buying or building a home

5. Want to own a house and welcome responsibilities that go with it

6. Can find a house and neighborhood you like only if you purchase

INFORMATION SHEET

7. Find market conditions are favorable for materials, labor and construction costs, and resale

8. Can find better housing for the amount you can afford to pay

VIII. Guidelines used to estimate amount to spend on housing (Assignment Sheet #12)

(NOTE: Housing expenses include initial costs, payments or rent, utilities, insurance, taxes, repairs, and maintenance. A prospective buyer or renter must be aware of the responsibilities as well as rights inherent in a housing choice.)

A. Buyer or tenant may spend approximately 1½ times take-home pay on housing

(NOTE: If you have an annual income of $10,000 you may spend from $15,000 [$10,000 times 1½] to $20,000 [$10,000 times 2] for housing. Under favorable conditions and if the buyer or tenant is young, healthy, and ambitious, the maximum may be safe. On the other hand, if the buyer is older, ill, or has uncertain employment prospects, the lower figure should be used as a guide.)

B. One month's housing expense should not exceed one week's pay or between 20-25 percent of the buyer's or tenant's income

IX. Financial and legal steps involved in purchasing housing

A. After buyer completes selection of housing, buyer makes a purchase offer

B. If owner of housing (seller) accepts offer, buyer and seller enter into an agreement

C. When agreement is drawn up, earnest money is deposited and may be held in escrow

(NOTE: As a rule, the agreement states that the earnest money will become a part of the purchase price.)

D. Title search is cleared

E. Abstract of title is prepared

F. Title (deed) insurance is arranged

G. Mortgage arrangements are completed

H. Deed is signed and delivered to buyer

I. Deed (title) is recorded immediately in proper government office (e.g., county courthouse) as prescribed by state law

INFORMATION SHEET

X. Planning of living space to meet human and housing needs (Assignment Sheets #1, #2, and #3)

(NOTE: Being aware of our physical and psychological needs is the first step toward selection of a housing alternative that will stimulate the growth of our human potential. In trying to achieve the most efficient use of limited space we often ignore human space needs. Do we allow ourselves to be shaped to fit our environments or do we shape our environments to fit our human needs?)

A. Housing should provide privacy

B. Housing should screen family members from overstimulation and stress of outside world

C. Housing should provide privacy when needed and bring people together when desired

D. Housing should allow enough space for the needs of each individual family member

E. Housing should be flexible enough to respond to changing needs of family and society

XI. Living space (housing) design and life-style

(NOTE: An apartment, mobile home, or a house is, basically, just an enclosed space. HOW we use that space will affect us as a family and as individuals. Where we live has the potential to support life in a meaningful way, to influence development and behavior of individuals and families, and to shape our quality of life.)

A. Family structure and life-style affect living space design with all kinds of results

(NOTE: Overuse of land and water, pollution, and slums are traced, in part, to the life-styles of people.)

B. Understanding what humans do as individuals to help shape their environments relates directly to how that environment influences humans

(CAUTION: Examine long-term consequences of decisions in purchasing and using furnishings and home products. Consider realities of the physical environment and limited natural resources. Compare advantages and disadvantages of doing household tasks by hand versus owning a variety of "labor-saving" and "high-energy-consumption" devices.)

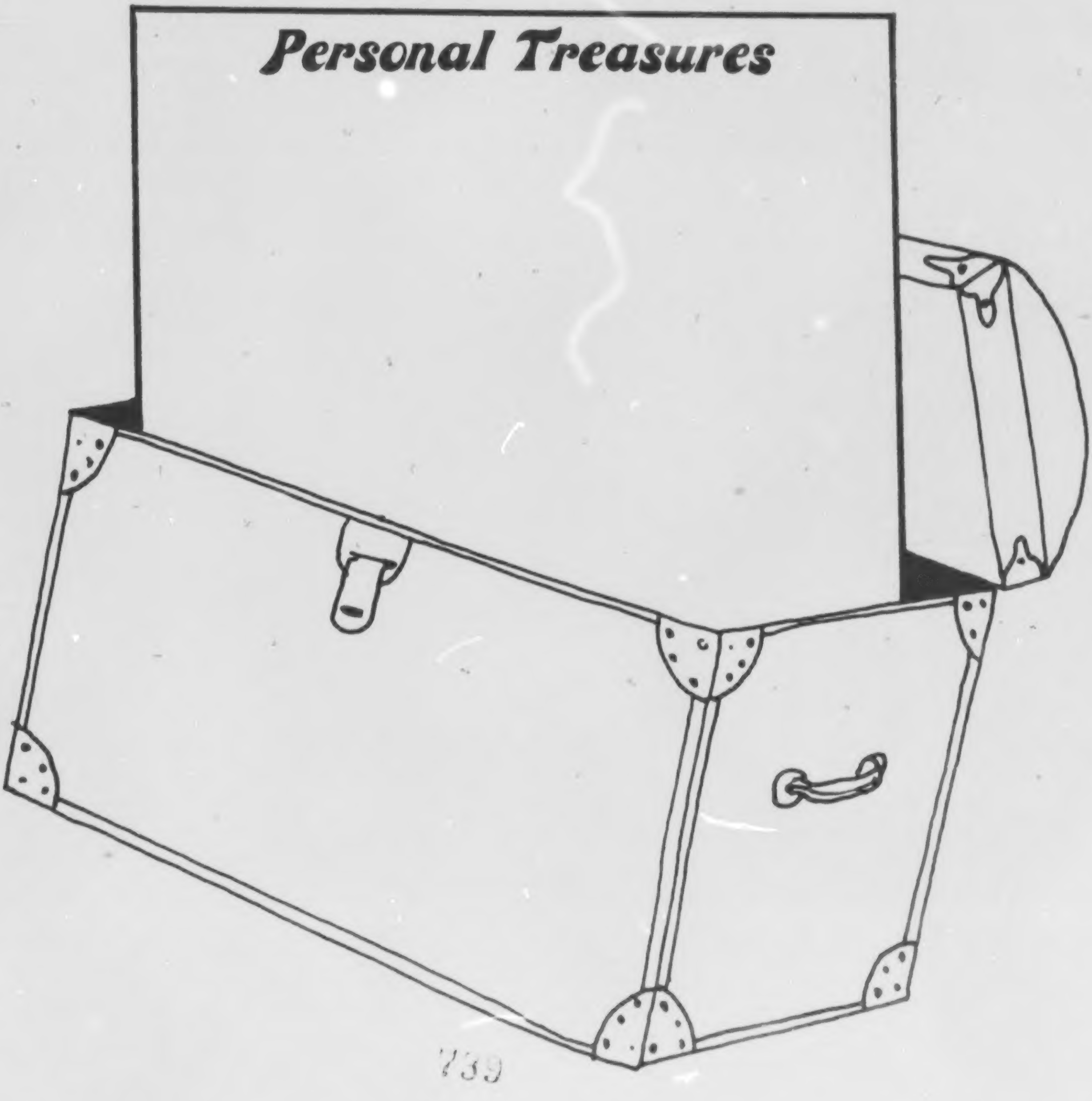
C. Take inventory of values and available resources

D. Recognize that limited resources affect values

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #1--ESTABLISH A SENSE OF PLACE WITH PERSONAL TREASURES

A sense of place may be established through the use of household space to display or store items (wedding dresses, dishes, pictures, religious objects, furniture) representing continuity with the past. Write or draw in the space below objects that you or your family currently possess which you most treasure and would never want to lose. After you distinguish the objects, answer the questions that follow.



ASSIGNMENT SHEET #1

1. Where are the objects currently located (attic, living room, closet)?

2. Which objects have meaning for other family members?

3. Which objects have meaning only to you? Parents? Ancestors?

4. What is the meaning attached to each object, i.e., reminds me of a special time, was Grandma's?

5. Would the object have meaning to future generations if some day it came into their possession?

6. Which objects serve as reminders of the past? Whose past? Self? Parents? Other ancestors or friends?

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #2--DETERMINE INDIVIDUAL EXPRESSION OF PRIVACY

HIDE-OUT

Privacy is one human need met by housing. Privacy provides relief from over-stimulation as well as from interaction. It may involve being closed off physically or visually or eliminating auditory stimulation. It allows people to regulate and control the way they relate to others. Privacy takes many forms: physical withdrawal by leaving a room, closing a door, or gardening; mental withdrawal through music, reading, an absorbing hobby, or meditation.

To help you "clear" your thoughts about privacy, write a cinquain ('sin-kān). A cinquain is a short five-line poem. The word "hide-out" symbolizes privacy as the topic of the poem. Use words or sounds having only the number of syllables indicated by spaces. These "creative limitations" tend to help you form paragraphs of words into a few that express the same feelings.

THERE ARE NO RIGHT OR WRONG FEELINGS. THIS IS TO BE YOUR EXPRESSION OF YOUR ATTITUDE ABOUT PRIVACY!!!

The topic

Hide-Out: HIDE-OUT
___ ___

What is it?

Hide-Out: ___ ___ ___

Where is it found?

Hide-Out: ___ ___ ___ ___

18-G

ASSIGNMENT SHEET #2

How does it feel?

HIDE-OUT: ______ ______ ______
______ ______ ______

A synonym

Hide-Out: ______ ______

Courtesy of J. C. Penney, Inc., copyright 1975.

WRITE THE COMPLETED CINQUAIN BELOW!

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #3--INTERPRET SIGNS OF PSYCHOLOGICAL STIMULATION

Environmental messages communicate action messages which encourage or discourage psychological stimulation. These action messages invite us to do something or not to do something! Consciously and unconsciously we make interpretations of physical environments people live in as well as the physical objects in the environment. In other words, we read and send messages constantly! These may be emotional messages or action messages.

THE MORE WE ARE AWARE OF WHAT AN ENVIRONMENT IS COMMUNICATING, THE BETTER WE CAN ENJOY IT! IF WE DON'T LIKE WHAT IT SAYS, THE BETTER EQUIPPED WE ARE TO CHANGE IT SO THAT IT WILL MEET OUR HUMAN NEEDS.

Use the sheet on the next page to record the types of messages (psychological stimulation) you feel in rooms, areas, or buildings.

Examples of emotional or action messages you might observe:

Emotional Messages:	Friendly, formal, happy, indifferent, superior, feminine
Action Messages:	Work, relax, wait, interact, stand, look, stay away, welcome, buy

ASSIGNMENT SHEET #3

Getting The Message

Area 1

Area Investigated:

Purpose of Area:

Regular Activities in this Area:

Physical Cues:
(Example: candy in open dish on end table)

Interpretation of Emotional Messages:
(Example: thoughtful and considerate of others)

Action Messages:
(Example: "help yourself")

Getting The Message

Area 2

Area Investigated:

Purpose of Area:

Regular Activities in this Area:

Physical Cues:
(Example: candy in open dish on end table)

Interpretation of Emotional Messages:
(Example: thoughtful and considerate of others)

Action Messages:
(Example: "help yourself")

Courtesy of J. C. Penney, Inc., copyright 1975.

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #4--LOCATE TYPES OF HOUSING ALTERNATIVES AVAILABLE IN SCHOOL DISTRICT

Locate the types of housing available in the area served by your school. On a map of the school district show the location of the following housing alternatives: tract development, custom-built, older or "preowned," cooperative, condominum, rental apartment, duplex, townhouse (rowhouse), mobile home, vacation, rented room, institutional, factory-built.

(NOTE: If you live in a large school district, you may want to use only one section.)

1. What types of housing are the most common?

   ____

   ____

2. What types of housing do not exist in your area?

   ____

   ____

3. What housing alternatives are available at the following price levels? Be sure to examine advertisements for housing in the newspaper.

   a. $12,000 and under ______________________________

      ____

   b. $15,000 ______________________________

      ____

   c. $18,000 ______________________________

      ____

   d. $22,000 ______________________________

      ____

   e. $30,000 ______________________________

      ____

ASSIGNMENT SHEET #4

f. $40,000 ______________________________

____

g. Over $40,000 ______________________________

____

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #5--COMPARE ADVANTAGES AND DISADVANTAGES OF HOUSING ALTERNATIVES

Using home economics textbooks, interviews, and other available resources, collect information to determine advantages and disadvantages of housing alternatives.

Housing Alternative	Advantages	Disadvantages
Development		
Custom-built		

24-G

ASSIGNMENT SHEET #5

using Alternatives	Advantages	Disadvantages
Older or "preowned"		
Factory-built		
Mobile home		

ASSIGNMENT SHEET #5

Housing Alternatives	Advantages	Disadvantages
Modular		
Cooperative		
Condominium		

FL-25-G

G-92

ASSIGNMENT SHEET #5

Housing Alternatives	Advantages	Disadvantages
Rental apartment		
Duplex		
Townhouse (rowhouse)		

ASSIGNMENT SHEET #5

Housing Alternatives	Advantages	Disadvantages
Rented room		
Institutional		
Vacation		

FL-27-6

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #6--DETERMINE VALUES THAT INFLUENCE LIVING SPACE (HOUSING) NEEDS

In what kind of home would you be happiest? Read the directions carefully on the following pages and do exactly what you are asked to do. When you get to page 36-G you will have the answer.

First look through the characteristics of homes below and decide which you like best. Put a "1" on the line opposite your choice. Look through the list again and write "2" by the place you like next best. Then look for your third choice and write "3." Keep going until you number every place. There should be 10 numbers.

A home should be:

1. Beautiful ______
2. Comfortable ______
3. Convenient ______
4. In a good location ______
5. Planned for good health ______
6. Place for hobbies or other interests ______
7. Private ______
8. Safe ______
9. Place where you can share activities with family and friends ______
10. Inexpensive ______

Read the following descriptions of homes. When you have finished you will have a chance to vote again.

ONE

This is a beautiful home. It has nice colors and good design. It is good to look at both inside and outside and fits in with the surroundings. You may not have much chance to carry on your hobbies and may not have much privacy but it is very beautiful.

TWO

This is a comfortable home, a place where you can rest and relax and find relief from strain. It won't be too hot or too cold and will have everything arranged to make you comfortable. It may not be very beautiful and might not be economical but you will have real comfort in this home.

Reprinted from Personal and Family Values in the Choice of a Home. New York, New York: Cornell University, Agricultural Station, Bulletin 840, November, 1947. pp. 8-16.

ASSIGNMENT SHEET #6

THREE

This home is convenient; it is neat and orderly, with a place for everything. It has many new labor-saving devices. Household tasks and chores may easily be done in this place. You may not like the location and you may not have enough privacy but it is convenient.

FOUR

This home is in a perfect location. It is in a neighborhood that you like and is handy to the places that are important to you. It might not be a very comfortable place, not too safely built, but the location is just right.

FIVE

This home is built for good health. It is spotlessly clean and it will be easy to keep clean. There is lots of sunshine, light, and fresh air. It may not be in the best location nor be an especially good place for inviting your friends, but it will offer much to keep you well.

SIX

In this home you can putter around and do the things you really like to do. You can carry on almost any personal interest or hobby. It might not be very beautiful nor too safely built, but things you like to do in your spare time at home can easily be done in this place.

SEVEN

This home will give each member of the family some privacy. You can do the things you want to do without being bothered. You will have some space that will be your very own. It might not be too well planned for health or convenience but you will have some privacy when you want it.

EIGHT

This home is built for safety. You will feel safe from wind and storm. There won't be much chance of the house catching fire and little chance for accidents. It might not be very comfortable nor too well planned for friendship activities, but you will feel safe in this home.

NINE

This is a home where you can bring your friends. It will also be a place where the family can have some good times together. It may not be economical and might not be very convenient, but you will always be able to have social good times with the family or friends.

ASSIGNMENT SHEET #6

TEN

This is a home that is not expensive. It won't cost much to operate. It will fit in with your family income. It may not be the best place for inviting friends nor too well planned for health but it will suit the family income.

Now that you know more about these homes, which three would you like best to live in and which two would you like the least.

Number ______ is my first choice.
Number ______ is my second choice.
Number ______ is my third choice.
The home I like the least is number ______.
The home I like next least is number ______.

What you have done so far has shown what kind of home you think you would like, but you can't be sure until you compare every home with every other home. Now you will have a chance to do just that. If you were shopping for a home, which one in each pair would you like best? Draw a circle around the number of the home you prefer in each pair. It might be difficult to decide, but you should make a choice in each case. Don't miss a single one.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

9 - is the home to which you can bring your friends. You will be able to have many good times here.
6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.
8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.

7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.
9 - is the home to which you can bring your friends. You will be able to have many good times here.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

4 - is the home in the ideal location. It is near the things that are really important to you.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

ASSIGNMENT SHEET #6

6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.
10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.
3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

10 - is the inexpensive home. It won't cost much to operate and will suit the family income.
9 - is the home to which you can bring your friends. You will be able to have many good times here.

8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.
7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.

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6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.
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6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anthing you like to do.
5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.
4 - is the home in the ideal location. It is near the things that are really important to you.

ASSIGNMENT SHEET #6

8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

4 - is the home in the ideal location. It is near the things that are really important to you.
10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.
9 - is the home to which you can bring your friends. You will be able to have many good times here.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.
2 - is the comfortable home. You will be able to rest, relax, and feel at ease.

5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.
8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.

9 - is the home to which you can bring your friends. You will be able to have many good times here.
4 - is the home in the ideal location. It is near the things that are really important to you.

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.
10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.
3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

ASSIGNMENT SHEET #6

10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

9 - is the home to which you can bring your friends. You will be able to have many good times here.

4 - is the home in the ideal location. It is near the things that are really important to you.

8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.

7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.

5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.

6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.

4 - is the home in the ideal location. It is near the things that are really important to you.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

5 - is the home built for good health. It is clean; there is a lot of sunshine and fresh air.

9 - is the home to which you can bring your friends. You will be able to have many good times here.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

4 - is the home in the ideal location. It is near the things that are really important to you.

6 - is the home for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

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ASSIGNMENT SHEET #6

10 - is the inexpensive home. It won't cost much to operate and will suit the family income.
8 - is the home built for safety. There will not be much danger of fire, accidents, or other such troubles.

9 - is the home to which you can bring your friends. You will be able to have many good times here.
2 - is the comfortable home. You will be able to rest, relax, and feel at ease.

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3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
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7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.

ASSIGNMENT SHEET #6

Here you will find the answer to the question on page 29-G.

Look through the choices you have just made. Count all the 1's you have circled and write the total by number 1 in the list below. Then count the 2's circled and continue through the ten numbers.

TOTAL

_____1 Beauty

_____2 Comfort

_____3 Convenience

_____4 Good Location

_____5 Health

TOTAL

_____6 Personal Interests

_____7 Privacy

_____8 Safety

_____9 Friendship Activities

____10 Economy

1. Write the words with the highest totals in the blanks below.

   The kind of home that will make me the happiest to live in will provide for ___________, ___________, ___________, ___________, and ___________.

2. My values are the same/different because ______________________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

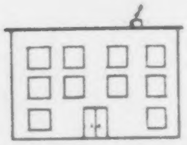
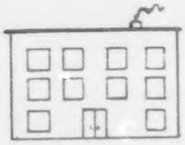
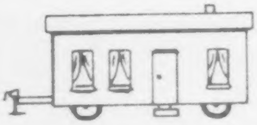
   ____

   ____

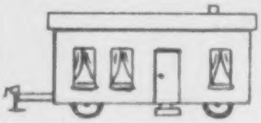
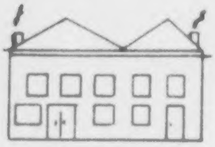
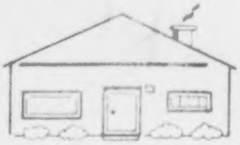
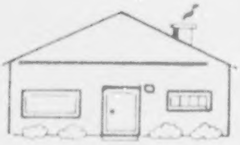
HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #7--EVALUATE HOUSING ALTERNATIVES ACCORDING TO OWN VALUES

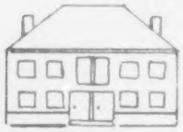
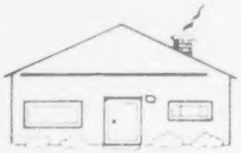
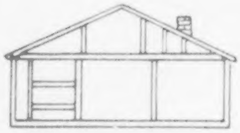
Read the housing alternatives and their descriptions. Consider your values as they relate to the types of housing listed. Choose at least three housing alternatives. In the column labeled "My Housing Choice and Explanation" describe a situation in your life which you might select the particular type of housing, for example, single and working, just married, married with two children, retired with no family at home. Explain how your specific values would influence your choice.

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Furnished Apartment 	Furniture included. Caretaker has general responsibility of upkeep and repairs.	
Rent Unfurnished Apartment 	Furniture not included. Caretaker has general responsibilities of upkeep and repairs.	
Buy Mobile Home 	Put mobile home on a lot requiring rent. Upkeep of lot is responsibility of renter.	

ASSIGNMENT SHEET #7

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Mobile Home 	Rent paid includes use of lot and mobile home. Upkeep of lot is responsibility of renter. Taxes on mobile home are owner's responsibility.	
Rent Furnished Room 	One room with furniture. Usually no cooking facilities included. Usually a community bath.	
Rent Unfurnished House 	Furniture and major appliances not provided. Landlord has major responsibilities of upkeep, repairs, and taxes. Lease may be required.	
Rent Furnished House 	Furniture is provided. Major appliances are included. Landlord has major responsibility of upkeep, repairs, and taxes. Lease may be required.	

ASSIGNMENT SHEET #7

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Buy Duplex	Purchase two separate, identical apartments both in one dwelling. Can live in one and rent the other. Owner has full responsibility of upkeep.	
Rent Duplex	Rent one of two separate identical apartments in one dwelling. Landlord has major responsibilities of upkeep. Renter may have some responsibilities.	
Buy Condominium 	Purchase a specific apartment in a building. Hallways and land are jointly owned by all persons in condominium. Each owner gives a yearly fee to cover maintenance personnel.	
Buy Own House 	Furniture must be provided by the purchaser. Owner is responsible for upkeep, repairs, and taxes on property.	
Build Own House 	Pay for and either build or have built house of desired plan. Owner has full responsibility for taxes, upkeep, and repairs.	

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #8–EVALUATE HOUSING LOCATION IN NEIGHBORHOOD

Consider practical aspects of a neighborhood, such as time and distance to place of work and to schools, availability of transportation, and "atmosphere" or "life-style." These are important when selecting the right location and neighborhood for you. Compare neighborhoods as well as houses.

Make personal observations, but also consult a builder, local government officials, real estate agent, and friends. As you explore various homes and neighborhoods, use these checkpoints to compare them and see whether the housing environment matches up with your wants and needs.

(NOTE: This assignment may be completed during a field trip or as a home experience.)

	Home 1	Home 2
Shopping Are adequate facilities close by?	☐	☐
Churches Are they available and convenient?	☐	☐
Neighbors Are they likely to be compatible with your tastes and life-style?	☐	☐
Police and Fire Protection Are they adequate for the area?	☐	☐
Schools Where are the schools located that your children will attend?	☐	☐
Hospital Is a hospital or medical center nearby?	☐	☐
Hazards Are hazards, such as gas or oil tanks and streams that might overflow, at a considerable distance?	☐	☐
Recreation Are suitable facilities within walking distance for young and old alike?	☐	☐
Trash and Garbage Disposal Are the arrangements adequate and frequent enough?	☐	☐
Traffic Are streets likely to be busy or quiet?	☐	☐
Car Parking Are adequate parking spaces and garage facilities available?	☐	☐
Transportation Is public transportation adequate and handy?	☐	☐
Lay of the Land Is land well drained? Do you like the "micro-climate"? For example, in a valley you may have a great deal of fog; on a hill, it may be windy!	☐	☐

ASSIGNMENT SHEET #8

	Home 1	Home 2
Landscaping Has proper landscaping been done to prevent erosion?	☐	☐
Water Is a reliable and drinkable source of water with adequate pressure to fit present and future community needs available?	☐	☐
Sewerage Is the sanitary sewerage disposal system reliable and adequate and does it meet present and anticipated future community needs?	☐	☐
Privacy Are lots or units arranged to suit your family life-style?	☐	☐
Nuisances Are nearby sources of excessive noise, smoke, soot, dust, or odors that will degrade your housing environment or endanger members of your household present?	☐	☐
Assessments Are there special assessments covering a portion of the lot, street, or community development costs which will mean added monthly charges to you for a specified number of years?	☐	☐
Zoning Are only single-unit residences allowed in this area?	☐	☐
Are business and industry concerns prohibited in this area?	☐	☐
Resale Will the house hold its value or gain in value?	☐	☐
Safety Will safety hazards endanger family members' lives?	☐	☐

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #9--EVALUATE A HOUSING ALTERNATIVE

No matter how carefully you investigate beforehand, there are bound to be some surprises after you move into an apartment or a house. The following checklist can help you to judge and compare different apartments, houses, and living quarters to find the best home for you whether you rent, buy, or build. Based on your overall spending plan, establish a price range either for rental or for purchase so that you will not waste time looking at housing that is beyond your means.

As you read through the checklist for a house or apartment, check the features that are most important to you and your family. Compare those features in several houses or apartments. If you plan to build, look for the same features in different houseplans before making your decision.

Checklist For Apartments

Building and Grounds

- ☐ attractive, well-constructed building
- ☐ good maintenance and upkeep
- ☐ clean, well-lighted with uncluttered halls, entrances stairs
- ☐ reliable building management and supervision
- ☐ attractive landscaping with adequate outdoor space for tenants
- ☐ locked entrances, protected from outsiders
- ☐ clean, attractive lobby

Services and Facilities

- ☐ laundry equipment
- ☐ parking space (indoor and outdoor)
- ☐ receiving room for packages
- ☐ convenient trash collection and disposal
- ☐ adequate fire escapes and fire walls
- ☐ storage lockers
- ☐ locked mail boxes
- ☐ elevators
- ☐ engineer on call for emergency repairs
- ☐ extras--window washing, decorating, maid service, shops, security guards

ASSIGNMENT SHEET #9

Checklist For Apartments (continued)

Living Space in the Apartment

☐ adequate room sizes and storage space
☐ convenient floor plan
☐ suitable wall space for furniture
☐ soundproof--listen for talking, footsteps, plumbing and equipment noise from other apartments or hallways
☐ attractive decorating and fixtures
☐ pleasant views
☐ windows located to provide enough air, light and ventilation
☐ agreeable size, type, and placement of windows
☐ windows with blinds, shades, screens and storm windows
☐ easy cleaning and maintenance
☐ attractive, easy-to-clean floors
☐ furnished appliances in good condition
☐ clean, effective heating, thermostatically controlled
☐ up-to-date wiring
☐ conveniently placed electric outlets
☐ well-fitted doors, casings, cabinets and built-ins
☐ extras--air conditioning, carpeting, dishwasher, garbage disposer, fireplace, patio

Checklist For Houses

Outside House and Yard

☐ attractive, well-designed house
☐ suited to natural surroundings
☐ lot of the right size and shape for house and garage
☐ suitable use of building materials
☐ compatible with houses in the area
☐ attractive landscaping and yard
☐ good drainage of rain and moisture
☐ dry, firm soil around the house
☐ mature, healthy trees--placed to give shade in summer
☐ convenient, well-kept driveway, walks, patio, porch
☐ yard for children
☐ parking convenience--garage, carport, or street
☐ distance between houses for privacy
☐ sheltered entry--well-lighted and large enough for several to enter the house together
☐ convenient service entrance

Outside Construction

☐ durable siding materials--in good condition
☐ solid brick and masonry--free of cracks
☐ solid foundation walls--six inches above ground level, eight inches thick
☐ weather stripped windows and doors
☐ noncorrosive gutters and downspouts, connected to storm sewer or splash block to carry water away from house
☐ copper or aluminum flashing used over doors, windows, and joints on the roof
☐ screens and storm windows or Thermopane glass
☐ storm doors

ASSIGNMENT SHEET #9

Checklist For Houses (continued)

Inside Construction

☐ sound, smooth walls with invisible nails and taping on dry walls, without hollows or large cracks in plaster walls
☐ well-done carpentry work with properly fitted joints and moldings
☐ properly fitted, easy-to-operate windows
☐ level wood floors with smooth finish and no high edges, wide gaps, or squeaks
☐ well-fitted tile floors--no cracked or damaged tiles, no visible adhesive
☐ good possibilities for improvements, remodeling, expanding
☐ properly fitted and easy-to-work doors and drawers in built-in cabinets
☐ dry basement floor with hard smooth surface
☐ adequate basement drain
☐ sturdy stairways with railings, adequate head room--not too steep
☐ leakproof roof
☐ adequate insulation for warmth, coolness, and soundproofing

Living Space

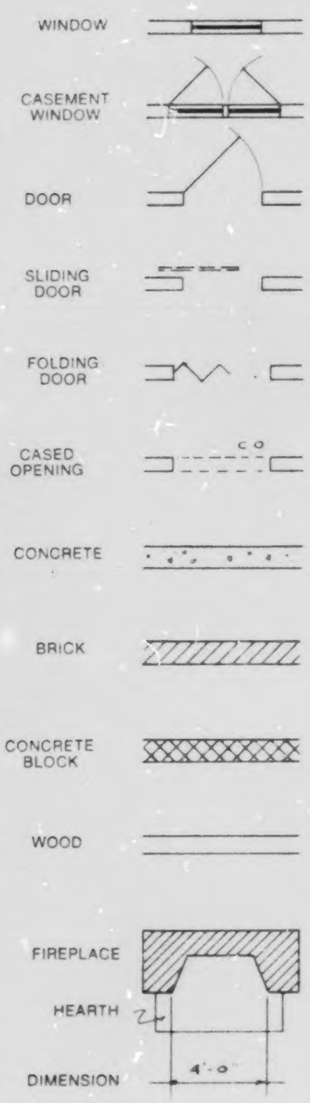
☐ convenient floor plan and paths from room to room
☐ convenient entry with foyer and closet
☐ convenient work areas (kitchen, laundry, workshop) with adequate drawers, cabinets, lighting, work space, electric power
☐ private areas (bedrooms and bathrooms) located far enough from other parts of the house for privacy and quiet
☐ social areas (living and dining rooms, play space, yard, porch or patio) convenient, comfortable, large enough for family and guests
☐ rooms conveniently related to each other--entry to living room, dining room to kitchen, bedrooms to baths
☐ adequate storage--closets, cabinets, shelves, attic, basement, garage
☐ suitable wall space and room size for your furnishings
☐ outdoor space convenient to indoor space
☐ windows located to provide enough air, light, and ventilation
☐ agreeable type, size, and placement of windows
☐ usable attic and/or basement space
☐ possibilities for expansion
☐ attractive decorating and fixtures
☐ extras--fireplace, air conditioning, porches, new kitchen and baths, built-in equipment, decorating you like

HOUSING SELECTION
UNIT I

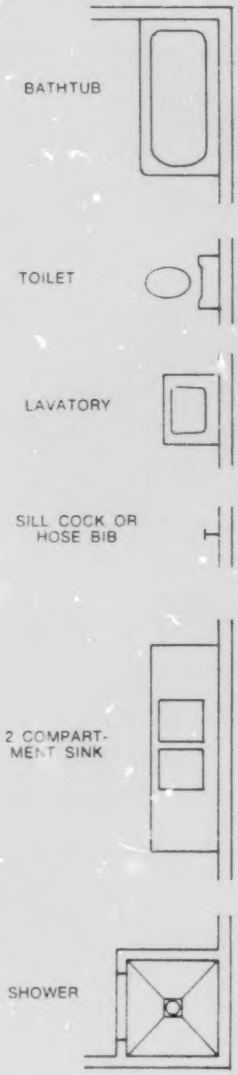
ASSIGNMENT SHEET #10--INTERPRET COMMON BLUEPRINT SYMBOLS

Using the common blueprint symbols and abbreviations below, label the architectural, plumbing and electrical features on the floor plan provided.

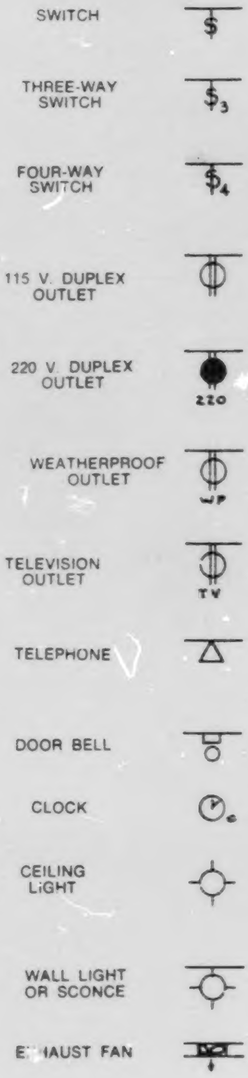
ARCHITECTURAL


WINDOW
CASEMENT WINDOW
DOOR
SLIDING DOOR
FOLDING DOOR
CASED OPENING
C O
CONCRETE
BRICK
CONCRETE BLOCK
WOOD
FIREPLACE
HEARTH
DIMENSION
4'-0"

PLUMBING

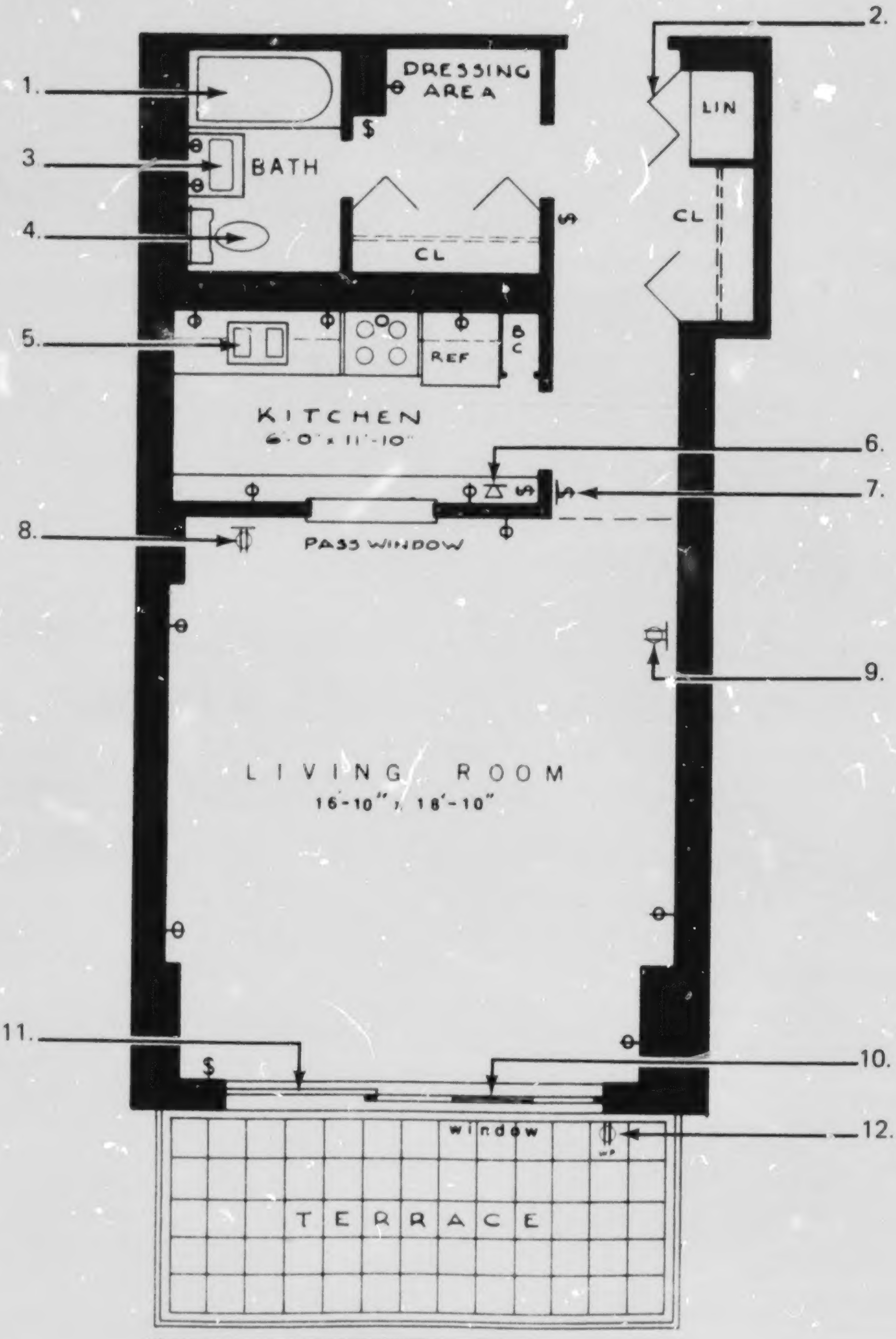

BATHTUB
TOILET
LAVATORY
SILL COCK OR HOSE BIB
2 COMPARTMENT SINK
SHOWER

ELECTRICAL


SWITCH
THREE-WAY SWITCH
FOUR-WAY SWITCH
115 V. DUPLEX OUTLET
220 V. DUPLEX OUTLET
220
WEATHERPROOF OUTLET
WP
TELEVISION OUTLET
TV
TELEPHONE
DOOR BELL
CLOCK
CEILING LIGHT
WALL LIGHT OR SCONCE
EXHAUST FAN

ASSIGNMENT SHEET #10

FLOOR PLAN: STUDIO APARTMENT


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
DRESSING AREA
LIN
BATH
CL
CL
REF
B C
KITCHEN
6'-0" x 11'-10"
PASS WINDOW
LIVING ROOM
15'-10" x 18'-10"
window
TERRACE

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #11--INTERPRET A LEASE

A lease is a written or verbal agreement between landlord and tenant. A written lease--dated and signed by both parties--is a legal document which binds landlord and tenant to the terms stated in the agreement. Verbal leases for less than one year are binding in most states, but with no written evidence of the agreement, they are difficult to enforce. Leases and tenant/landlord laws vary from place to place. In many cases, leases may not be required. Before entering a lease agreement, find out what specific responsibilities and obligations you are assuming . . . what you may and may not do with the property . . . what the landlord will not do for you.

Using the sample lease, interpret the lease and answer the questions below.

1. What is included in the rental fee?

   Examples: Are any utilities included? Are decorating, window washing, or other services provided without charge? Is garage or parking space included in the rent?

   ____

   ____

   ____

2. Who is responsible for upkeep, repairs, and maintenance?

   Examples: Who pays for the building and major plumbing, electrical, and structural repairs?

   ____

   ____

   ____

3. How and when may the lease be terminated or renewed?

   Examples: What notice must you give if you plan to move when the lease ends? Is the lease automatically renewed if you fail to give notice? How far in advance must you renew the lease? What notice will you receive if the landlord intends to change the terms of the lease or renewal?

   ____

   ____

   ____

ASSIGNMENT SHEET #11

4. What happens if you must move before the lease expires?

Examples: Can you sublet? Is there a fee for subletting? Can you have a clause written into the lease which cancels your responsibility if you are transferred before the lease expires?

____

____

____

5. What extra costs must you pay?

Examples: Is there a penalty for paying rent late? Must you make a security deposit? Is so, how much and when is it returned? Can rent be increased before the lease expires? If so, when, by how much, and under what circumstances?

____

____

____

6. When may the landlord or employees enter your home?

(NOTE: Landlords have rights to inspect their property, but you have a right to set up reasonable conditions for their entering--unless an emergency makes it necessary to enter without your permission.)

____

____

____

7. What rules and regulations must tenants follow in using the property?

Examples: Can you decorate, keep pets, carry on business, install carpeting or equipment? What rules govern the use of facilities in the building? Are restrictions reasonable?

____

____

____

ASSIGNMENT SHEET #11

8. Does the landlord have a lien on your personal property?

(NOTE: A landlord's lien permits him/her to hold your furnishings and belongings until you fulfill your financial obligations.)

____

____

____

9. Are all agreements with the landlord written into the lease?

(NOTE: Don't rely on verbal agreements. If the landlord makes promises that are not in the printed lease, ask that they be written and attached to the lease!)

____

____

____

10. What necessary information (if any) is omitted or needs to be made more clear?

____

____

____

ASSIGNMENT SHEET #11

Lease

Rental unit (address): ________________ Rent: $__________ Date: ________

Applicant's name ________________ Spouse's name ________________

Number in family: Adults __________ Children __________ Ages __________

Present address ______________________________ Phone __________

Landlord's name ______________________________ Phone __________

Employment:

Applicant's employer ________________ How long has applicant worked here? ______

Employer's address ______________________________

Spouse's employer ________________ How long has applicant worked here? ______

Employer's address ______________________________

References:

Credit reference (bank or other) ________________ Address ________________

Character references (no relatives) ________________ Address ________________

________________ Address ________________

In case of emergency contact: ______________________________ Phone: __________

I agree to keep the premises in good condition. I will occupy the premises for at least 6 months or forfeit 6 months' rent.

I understand there is a 10% penalty for late payment of rent after 10 days. I will be responsible for any damage to property or furnishings unless caused by an act of God.

I agree to give 30 days' notice before vacating and agree to show property to prospective tenants during last 30 days of my occupancy. No charges for electrical, plumbing, or structural repairs will be paid by owner or agent without their prior written permission.

The cleaning fee will be returned by owner if premises are left in satisfactory condition. The key deposit will be returned when keys are surrendered.

SIGNED ______________________ Cleaning fee deposit ______________
Applicant's signature

Key deposit ______________

____
Owner or agent

NOT A LEGAL DOCUMENT

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #12--CALCULATE AMOUNT TO SPEND ON HOUSING

Estimate the amount to spend on housing according to the rules of thumb given in the information sheet. Use the guidelines to calculate the amount that can "safely" be spent on housing in the situations below.

1. Sara and Tom Jackson are young, healthy, and ambitious. They both have secure jobs and plan to stay in the area. Sara's income is $7,600 per year and Tom's income is $7,000 per year. What price range can they consider?

2. Barbara Scott brings home $125 weekly. How much can she safely budget for housing costs?

HOUSING SELECTION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #11

1. Unknown
2. No charges for electrical, plumbing, or structural repairs will be paid by owner or owner's agent without their prior written permission
3. Renter will occupy premises for at least 6 months or forfeit 6 months' rent. Renter agrees to give 30 days' notice before vacating and agrees to show property to prospective tenants during last 30 days of occupancy
4. Unknown
5. A 10% penalty for late payment of rent after 10 days
6. Unknown
7. Unknown
8. Unknown
9. No
10. What is included in rental fee; what happens if you move before lease expires; when the landlord or employees enter your home; what rules and regulations must tenants follow in using the property; if the landlord has a lien on personal property

Assignment Sheet #12

1. $21,900
2. $125

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HOUSING SELECTION
UNIT I

TEST

NAME ______________________________ SCORE ________________

1. Match the following terms associated with housing selection to their correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Routes of travel from one room to another and through an area within a house

_____b. Pledging of property as security for payment of debt

_____c. Brief history of the ownership of property

_____d. Messages in the environment which add or take away from an individual's potential

_____e. Layout of rooms in a house as they would appear if the roof were removed and the house viewed from above

_____f. Money or documents held by a third party (e.g., real estate broker) until all conditions in a contract are fulfilled

_____g. "Places" from which individuals/families can select to live

_____h. Feelings or emotions that come with use or presence of items or possessions that have sentimental value

_____i. Photographic reproduction of an original drawing of a floor plan

_____j. Official written contract that is evidence of person's legal right to ownership of property

1. Sense of place
2. Psychological stimulation
3. Housing alternatives
4. Traffic lanes
5. Blueprint
6. Floor plan
7. Escrow
8. Title (deed)
9. Abstract
10. Mortgage

_____k. Characteristics dealing with body functions and vital processes

_____l. Deposit made by prospective buyer to show that he/she is serious about the purchase; ties up property to prevent its sale to another party while financing is being arranged

_____m. Adequate living space suitable for an individual's and/or family's needs, values, and financial abilities; can be leased, rented, or purchased

_____n. Buyer's showing of his/her serious intention to buy by making a firm bid on property to seller

_____o. Classification of real estate to regulate use of land

_____p. "Place" to be alone, to do things, to think, and to make decisions and mistakes without the entire "world" watching

11. Purchase offer

12. Earnest money

13. Privacy

14. Zoning

15. Housing

16. Physiological

2. Select from the list below human needs met by housing. Place an "X" in front of the appropriate blanks.

_____a. Creativity

_____b. Electricity

_____c. Privacy

_____d. Psychological stimulation

_____e. Topography

_____f. Ozone level

_____g. Sense of place

3. Arrange in order the levels of human need. Place a "1" in front of the first level, a "2" in front of the second, and so on.

_____a. Esteem

_____b. Safety

_____c. Physiological

_____d. Self-actualization

_____e. Love and belongingness (attention)

4. Name six housing alternatives.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

5. Select from the list below factors to consider in selection of housing alternatives. Place an "X" in front of the appropriate blanks.

______a. Governmental jurisdiction

______b. Trend of the neighborhood

______c. Season of the year

______d. Budget

______e. Site

______f. Friends like it

______g. Exterior appearance

______h. Family needs, values, and goals

______i. Convenience

______j. Newest architectural design

______k. Provision and adequacy of utilities and services

6. Name options for financing housing alternatives.

a. ____

b. ____

7. Distinguish between advantages of renting and advantages of purchasing housing alternatives. Place an "R" for advantages of renting and a "P" for advantages of purchasing in the appropriate blanks. A blank may have more than one correct answer.

______a. Know where you want to live

______b. Want to own a house and welcome responsibilities that go with it ______c. Expect to move soon and/or frequently

______d. Find market conditions are favorable for materials, labor and construction costs, and resale

______e. Is difficult to estimate future housing needs

______f. Can find better housing for the amount you can afford to pay

______g. Do not want responsibilities of home ownership

______h. Want to become familiar with a new community before investing in a house

______i. Do not have enough money for the down payment, closing costs, and other expenses involved in home purchase

______j. Can realistically estimate future housing needs

______k. Expect to be in the same location for a number of years

______l. Can find a house and neighborhood you like only if you purchase

8. State one guideline used to estimate amount to spend on housing.

____

____

9. Arrange in order the financial and legal steps involved in purchasing housing. Place a "1" in front of the first step, a "2" in front of the second, and so on.

______a. Title search is cleared

______b. If owner of housing (seller) accepts offer, buyer and seller enter into an agreement

______c. Deed is signed and delivered to buyer

______d. Mortgage arrangements are completed

______e. When agreement is drawn up, earnest money is deposited and may be held in escrow

______f. After buyer completes selection of housing, buyer makes a purchase offer

______g. Deed (title) is recorded immediately in proper government office (e.g., county courthouse) as prescribed by state law

______h. Abstract of title is prepared

______i. Title (deed) insurance is arranged

10. Discuss planning of living space to meet human and housing needs.

11. Discuss living space (housing) design and life-style.

12. Locate types of housing alternatives available in school district.

13. Compare advantages and disadvantages of housing alternatives.

14. Determine values that influence living space (housing) needs.
15. Evaluate housing alternatives according to own values.
16. Evaluate housing location in neighborhood.
17. Evaluate a housing alternative.
18. Interpret common blueprint symbols.
19. Interpret a lease.
20. Calculate amount to spend on housing.

(NOTE: If activities 12-20 have not been accomplished prior to the test, ask your instructor when they should be completed.)

HOUSING SELECTION
UNIT :

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (32 points)

   a. 4
   b. 10
   c. 9
   d. 2
   e. 6
   f. 7
   g. 3
   h. 1
   i. 5
   j. 8
   k. 16
   l. 12
   m. 15
   n. 11
   o. 14
   p. 13

2. (14 points)

   a, c, d, g

3. (10 points)

   a. 4
   b. 2
   c. 1
   d. 5
   e. 3

4. (6 points)

   Any six of the following:

   a. Single-unit housing
      1) Development
      2) Detached house

3) Custom-built house

4) Mobile home

5) Prefabricated housing

6) Older or "preowned"

7) Vacation

b. Multi-unit housing

1) Cooperative

2) Condominium

3) Apartment house

4) Duplex

5) Hi-rise apartment building

6) Townhouse (rowhouse)

7) Vacation

8) Rented room

9) Institutional

5. (22 points)

a, b, d, e, g, h, i, k

6. (2 points)

a. Purchase

b. Rental

7. (24 points)

a. P
b. P
c. R
d. P
e. R
f. P, R
g. R
h. R
i. R
j. P
k. P
l. P

8. (2 points)

Any one of the following:

a. Buyer or tenant may spend approximately 1 1/2 times take-home pay on housing

b. One month's housing expense should not exceed one week's pay or between 20-25 percent of the buyer's or tenant's income

9. (18 points)

a. 4

b. 2

c. 8

d. 7

e. 3

f. 1

g. 9

h. 5

i. 6

10. (5 points)

Discussion should include:

a. Housing should provide privacy

b. Housing should screen family members from overstimulation and stress of outside world

c. Housing should provide privacy when needed and bring people together when desired

d. Housing should allow enough space for the needs of each individual family member

e. Housing should be flexible enough to respond to changing needs of family and society

11. (5 points)

Discussion should include:

a. Family structure and life-style affect living space design with all kinds of results

b. Understanding what humans do as individuals to help shape their environments relates directly to how that environment influences humans

c. Take inventory of values and available resources

d. Recognize that limited resources affect values

12. Evaluated to the satisfaction of instructor (10 points)

13. Evaluated to the satisfaction of instructor (20 points)

14. Evaluated to the satisfaction of instructor (15 points)

15. Evaluated to the satisfaction of instructor (10 points)

16. Evaluated to the satisfaction of instructor (15 points)

17. Evaluated to the satisfaction of instructor (15 points)

18. Evaluated to the satisfaction of instructor (5 points)

19. Evaluated to the satisfaction of instructor (10 points)

20. Evaluated to the satisfaction of instructor (10 points)

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

UNIT OBJECTIVE

After completion of this unit the student should be able to compare and select home furnishings, appliances, and basic miscellaneous items. The student should care for, maintain, repair, and move household items. This knowledge will be evidenced by completion of assignment sheets, job sheets, and the unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with selection/maintenance of home furnishings to the correct definitions.
2. State the two goals of good furniture design.
3. Match basic furniture styles to the correct descriptions.
4. Explain how to mix furniture styles.
5. Select from a list factors to consider in selection of home furnishings/appliances.
6. Distinguish between characteristics of solid wood and veneer.
7. Identify furniture construction joints.
8. Name ways to recycle/improvise furniture items.
9. Select from a list guidelines for purchase, delivery, and use of applicances.
10. Discuss purchase of used appliances.
11. Name three moving methods.
12. Name three factors affecting moving costs.
13. Discuss general preparation for moving.
14. Select from a list precautions in dealing with professional movers.
15. Make a plan to select furniture/appliances.
16. Compare quality features of case goods.
17. Compare quality features of upholstered furniture.

18. Compare appliances for purchase.

19. Write a redress letter.

20. Compare moving rates/services.

21. Calculate costs of basic household items.

22. Demonstrate the ability to:

    a. Pack household items/furnishings.

    b. Repair leaky faucet.

    c. Repair electrical plug.

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignments sheets.

  E. Arrange for a field trip in order to allow students to complete assignment sheets. Ask consultant at the furniture store to point out furniture styles, multipurpose furniture pieces, furniture fads, and quality features of case goods and upholstered furniture.

  F. Order supplemental material from county agent.

  G. Provide students with templates; use *Home Economics II: Basic Core* as a resource.

  H. Assist students with writing redress letters to MACAP.

  I. Show students a systematic method of filing use and care instruction booklets and warranties.

  J. Collect magazines for students to use in completing assignment sheets or arrange for library resources.

  K. Invite representatives from a van company and trailer or truck center to talk about services, rates, cost, and equipment available. Have them demonstrate packing methods.

  L. Have students act out a one-minute drama on moving preparation.

  M. Order or obtain free material available from moving companies; see additional reference listings.

  N. Demonstrate and discuss procedures outlined in the job sheets.

  (NOTE: Relate dollars saved by completing packing and repair procedures yourself!)

  O. Give test.

  P. Reteach if necessary.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
  - 1. Assignment Sheet #1--Make a Plan to Select Furniture/Appliances
  - 2. Assignment Sheet #2--Compare Quality Features of Case Goods
  - 3. Assignment Sheet #3--Compare Quality Features of Upholstered Furniture
  - 4. Assignment Sheet #4--Compare Appliances for Purchase
  - 5. Assignment Sheet #5--Write a Redress Letter
  - 6. Assignment Sheet #6--Compare Moving Rates/Services
  - 7. Assignment Sheet #7--Calculate Costs of Basic Household Items
- D. Job sheets
  - 1. Job Sheet #1--Pack Household Items/Furnishings
  - 2. Job Sheet #2--Repair Leaky Faucet
  - 3. Job Sheet #3--Repair Electrical Plug
- E. Test
- F. Answers to test

III. Unit references:

A. Craig, Hazel Thompson. *Homes with Character*. 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

B. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment*. Dallas: McGraw-Hill Book Company/Webster Division, 1970.

C. Nickel, Bertha C. *Family Living Topics*. "Selecting Your Favorite Furniture Style." #T 7203. Stillwater: Oklahoma State University Extension Service.

D. Nickel, Bertha C. *Family Living Topics*. "Selecting Furniture for Your Home." #T 7202. Stillwater: Oklahoma State University Extension Service.

(NOTE: The two above references are available from your county extension agent.)

E. Jelley, Herbert M., and Herrmann, Robert O. *The American Consumer.* Dallas: McGraw-Hill Book Company/Gregg Division, 1973.

F. *Insights Into Consumerism. Redress: Examining the Issues.* New York: Educational Relations Department, J. C. Penney, Inc., 1976.

(NOTE: A single copy of this packet can be obtained from the manager of your nearest J. C. Penney store or you can order it from Educational Relations; J. C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019. The cost is $1.25.)

G. *Summary of Information for Shippers of Household Goods.* Form BOp 103. Washington, D.C.: Interstate Commerce Commission, 1974.

H. "How to Install An Electric Plug on an Appliance Cord." Filmstrip available from Franklin Clay Films, P.O. Box 2213, Costa Mesa, California 92626 (1974).

I. "How To Fix A Leaky Faucet." Filmstrip available from Franklin Clay Films, P.O. Box 2213, Costa Mesa, California 92626 (1974).

IV. Additional references:

A. *Moving Kit.* Mayflower, Box 107B, Indianapolis, Indiana 46206.

B. *A Guide to Moving.* Allied Van Lines, P.O. Box 4403, Chicago, Illinois 60680.

C. York, Charles W. *Furniture For The Home.* Austin, Texas: Instructional Materials Center, Division of Extension, The University of Texas at Austin, 1974.

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Informal styles--Furniture that is heavy-looking, sturdy; has dull finish; sometimes antiqued or "distressed"

(NOTE: Oak, pine, and maple woods are often used to build informal styles of furniture.)

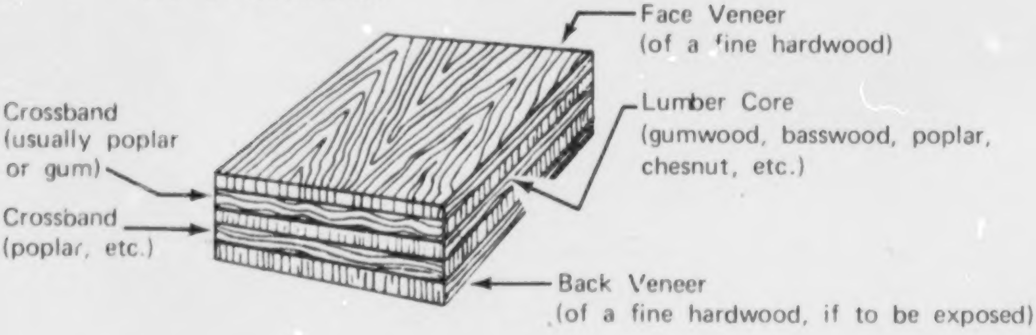
B. Formal styles--Furniture that is light looking; has refined lines; smooth and polished finishes

(NOTE: Upholstery fabrics are delicate, e.g., velvets, silks, and damasks. Mahogany, walnut, and highly polished metals are often used in formal styles.)

C. Case goods--Furniture pieces made of wood, metal, and plastic

D. Upholstered furniture--Furniture pieces that are completely covered or mostly covered with fabric with some exposed wood

E. Veneer--Thin layers of wood glued together under pressure with special glue over a core material


Face Veneer
(of a fine hardwood)
Crossband
(usually poplar
or gum)
Lumber Core
(gumwood, basswood, poplar,
chesnut, etc.)
Crossband
(poplar, etc.)
Back Veneer
(of a fine hardwood, if to be exposed)

F. Solid wood--Indication of good quality in furniture when wood has been well-selected and carefully dried

G. Multipurpose furniture--Furniture that can be used in more than one way

Example: Hide-a-bed can be used as a sofa for sitting and a bed for sleeping

INFORMATION SHEET

H. Fad furniture--Furniture that is popular for a relatively short time

Example: Bean bag chair

I. Redress--Action taken by consumer to remedy a complaint about a certain product or service

(NOTE: A consumer should first go back to retailer and present the problem.)

J. Major Appliance Consumer Action Panel (MACAP)--Special consumer committee to help consumers who have problems with their major appliances

K. Carrier--Company providing transportation for moving of household goods

L. Shipper--Person whose household goods are being moved

M. Estimate--"Educated guess" as to total weight of household goods and cost of move

(NOTE: An estimate is NOT a binding contract. There is NO obligation for an estimate. However, the carrier is required to unload the shipment at 110 percent of this estimate with balance due within 15 days.)

N. Order for service--Form used by carrier to plan the moving details

O. Bill of lading--Contract between carrier and shipper for all services and charges; serves as shipper's receipt

P. Inventory--Detailed, descriptive list of household goods showing number and condition of each item

(NOTE: An inventory should be made BEFORE and AFTER a move!)

II. Goals of good furniture design

A. Form follows function

(NOTE: Form or shape of an item should follow or grow out of its functions. Most items have several functions. For example, chairs are not just for sitting; they should also be pleasing in appearance and should provide durable, economical service.)

B. Good design should provide variety within a unified whole

Example: Drawer pulls on chests and dressers should be related to the design of the piece and should not look as if they were stuck on as an afterthought

INFORMATION SHEET

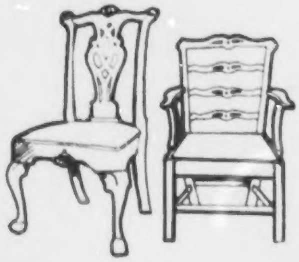
III. Basic furniture styles and descriptions

A. Traditional or classic--Characterized by many ornate carvings and graceful lines

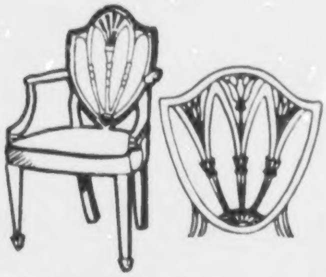
(NOTE: Many of the traditional styles of furniture were named to honor the monarch reigning during the period the styles were created. There is traditional furniture known as Louis XIV, Louis XV, Louis XVI, Queen Anne, Jacobean, Victorian, and Spanish. Later furniture styles were named after the cabinetmakers who designed them. Such names as Chippendale, Sheraton, Hepplewhite, Adam, and Duncan Phyfe became popular furniture styles.)

Examples:

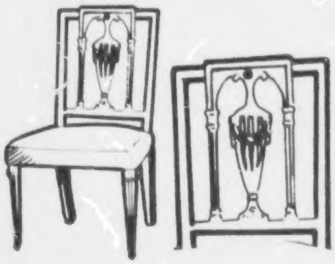
Chippendale



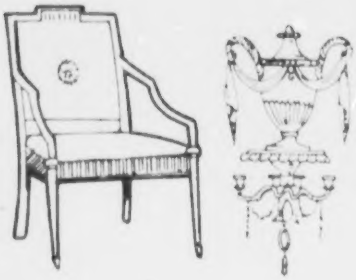
Hepplewhite



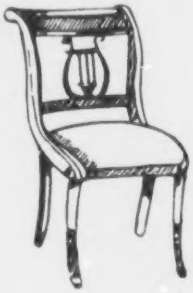
Sheraton



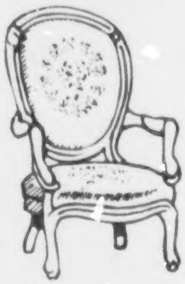
Adam



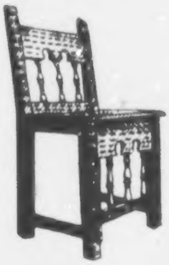
Duncan Phyfe



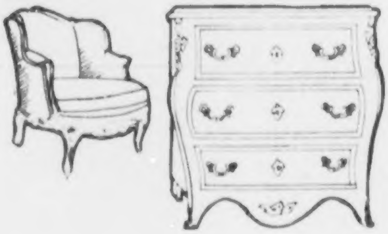
Victorian



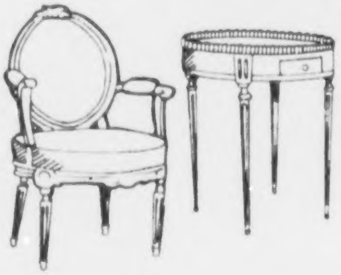
Spanish



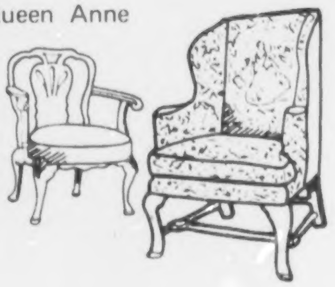
Louis XV



Louis XVI



Queen Anne



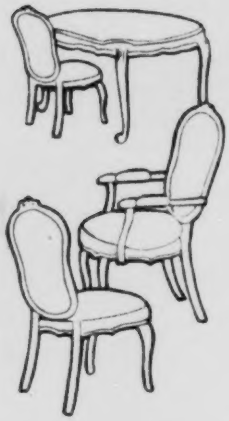
INFORMATION SHEET

B. Provincial or rustic--Simplified type of traditional styling; carvings and ornamentation not as complex

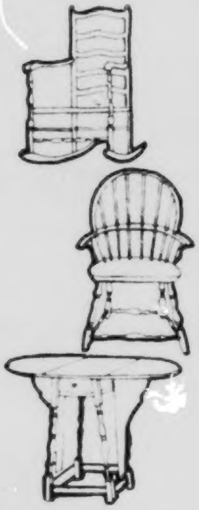
(NOTE: Mediterranean is an unpure style developed by combining styles of countries surrounding the Mediterranean Sea.)

Examples:

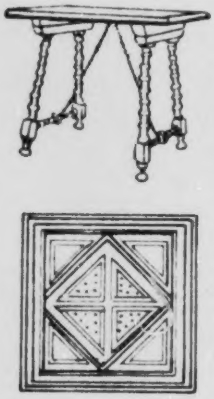
French Provincial



Early American



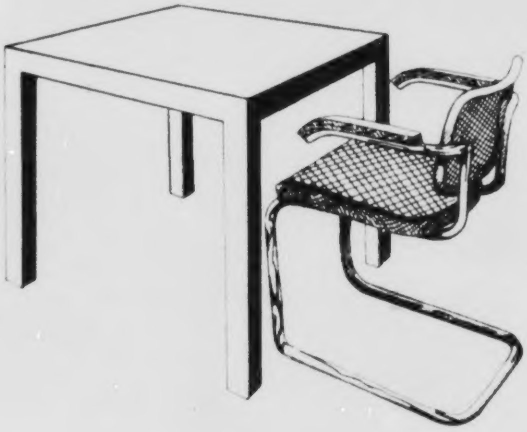
Mediterranean



C. Contemporary or modern--Decorative frills eliminated with main emphasis on use and function

Example:

Contemporary or Modern



INFORMATION SHEET

IV. How to mix furniture styles

(NOTE: The mixing of furniture styles is one interesting way to add variety to a room.)

A. One furniture style should be dominant

B. Informal styles tend to look better with other informal styles; formal styles tend to look better with other formal styles

C. Furniture should be similar in line and shape

Example: Light, delicate furniture generally does not mix well with heavy, massive pieces

V. Factors to consider in home furnishings/appliances selection (Assignment Sheet #1)

A. Reputation of dealer

B. Needs of family members

Examples: What furnishings could make living easier? Number of family members? Physical condition of family members? What does the family value? Family mobility?

C. Style

Examples: Formal and informal furniture; major and small appliances

D. Quality (Assignment Sheets #1, #2, and #3)

(NOTE: Good construction will give you the best service. By shopping, you should be able to find good quality in medium-priced furniture/appliances. Used items at a low cost are often good buys. Consider not only the physical wearing life, but also the psychological life of the piece.)

E. Cost

(NOTE: Buy the best quality you can afford.)

F. Versatility

(NOTE: This is a furniture/appliance characteristic that means it can be adapted to more than one use or location.)

INFORMATION SHEET

G. Convenience

Example: Large pieces, especially if they are heavy, should be on casters or gliders

H. Space required

(NOTE: Measure the length, width, and height available for each item BEFORE you go shopping. Check storage, electrical circuits, and plumbing.)

I. Cost of maintenance

VI. Characteristics of solid wood and veneer

A. Solid wood

1. Is an indication of good quality furniture design when properly selected and dried
2. Will warp and crack in such a way that piece can not be repaired if improperly dried
3. Lends itself to carved designs
4. Easy to refinish

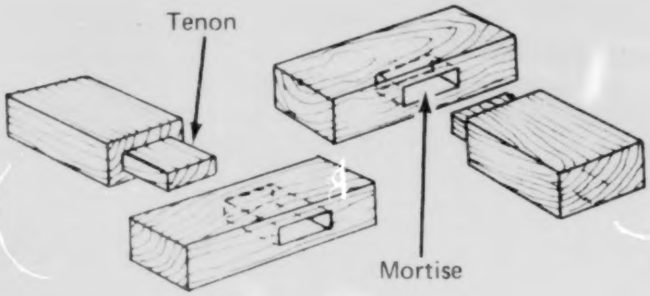
B. Veneered wood

1. Helps prevent warping on large surfaces
2. Can separate and cause trouble
3. Difficult to refinish

VII. Furniture construction joints

A. Mortise and tenon joint

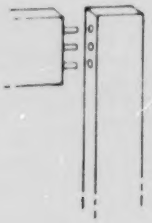
(NOTE: This joint is used to join a vertical and horizontal piece.)



INFORMATION SHEET

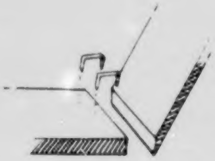
B. Dowel joint

(NOTE: This joint is sometimes used in place of mortise and tenon. It is formed when the dowel on one piece is glued into premade holes of a second piece.)



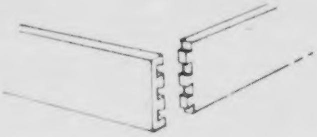
C. Miter joint

(NOTE: This joint is used at corners and on table tops which need extra reinforcement. The joint is formed by two pieces cut diagonally at 45-degree angles to form a right angle when fitted together.)



D. Dovetail joint

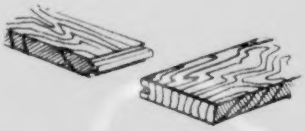
(NOTE: This joint remains rigid and is used as standard construction in drawers. It is formed of two pieces of wood that are notched, glued, and interlocked.)



INFORMATION SHEET

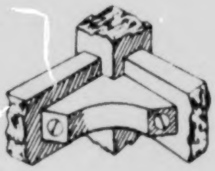
E. Tongue and groove joint

(NOTE: This joint is used in corner blocks for chairs and some tables. The joint is formed by a tongue of one piece being glued to the groove of a second piece.)



F. Corner block

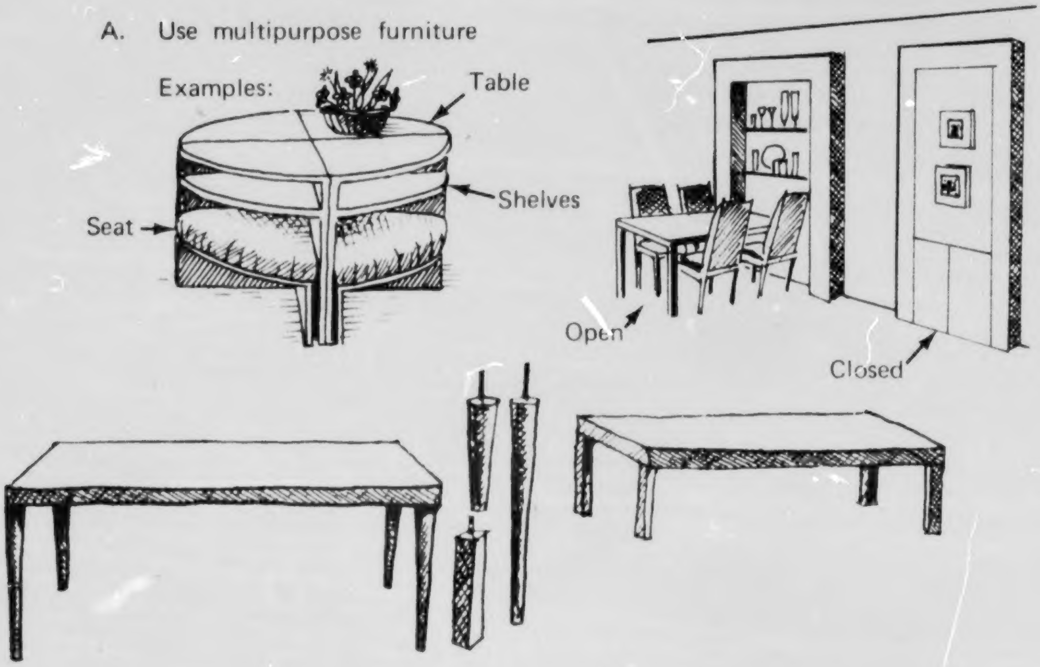
(NOTE: The corner block is used to give extra bracing to the legs and corners of the frame.)



VIII. Ways to recycle/improvise furniture

A. Use multipurpose furniture

Examples:



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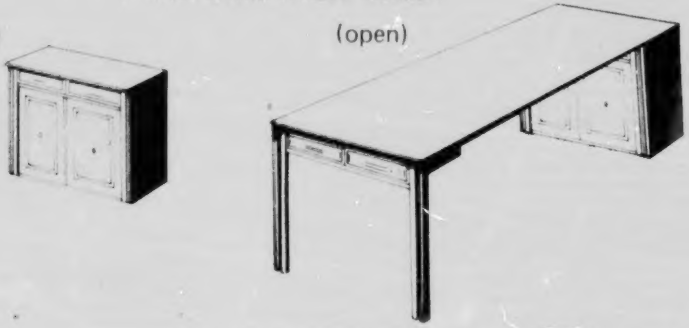

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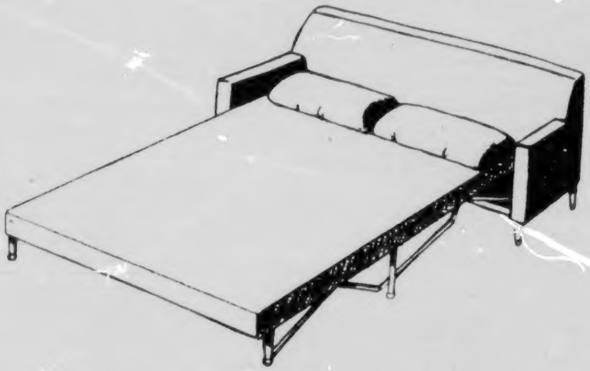
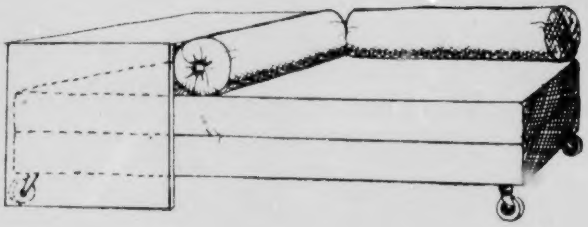
(open)

Expanding Dining Table



A hiding bed can be converted from sitting space to sleeping space.



A twin bed that rolls partially under a corner table can serve as a sofa for daytime use.

INFORMATION SHEET

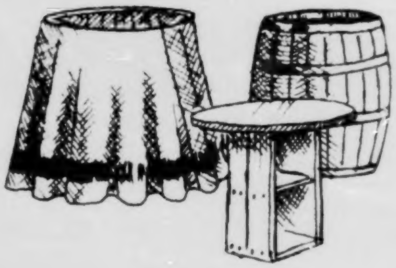
B. Read classified ads for used furniture, garage sales, floor model furniture sales, and furniture auctions

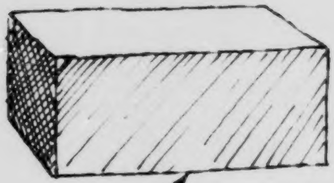
C. Check local area for railroad-damaged goods outlet

D. Construct do-it-yourself furniture

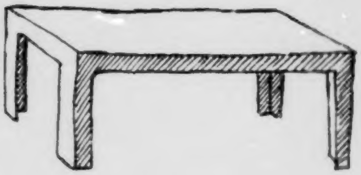
(NOTE: Scrap pieces of wood, supplemented by additional lumber, can produce furniture items at surprisingly low cost and with pleasing results.)

Examples:





Cardboard Box



INFORMATION SHEET

E. Purchase ready-to-finish furniture

F. Salvage discarded items

(NOTE: Check second-hand stores, goodwill stores, and the city dump.)

Examples: Old iron gates make handsome headboards

Metal register from an obsolete hot-air furnace can be the top for a coffee table

Ornately carved table legs may form the base for a new, handsome, glass-top table

Odd piece of wood carving may appear as a decorative wall shelf or bracket

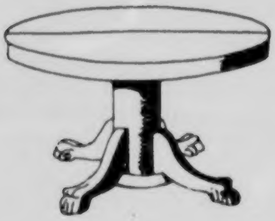
Old wood shutters can conceal unsightly radiators, serve as room dividers, make a backdrop for a seating arrangement, and substitute for drapery

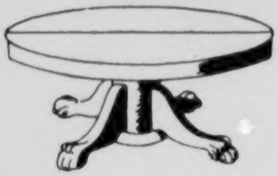
Single car seat mounted on a plywood base becomes a comfortable chair and a full seat makes a sturdy love seat

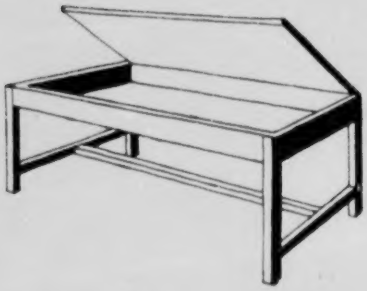
Refinish or "antique" older pieces of furniture

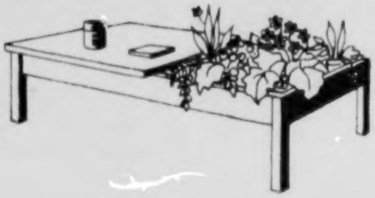
G. Restyle large pieces of furniture

Examples:

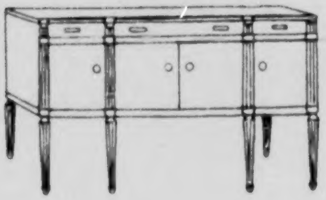


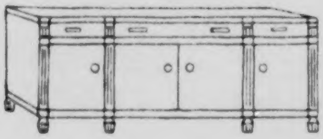


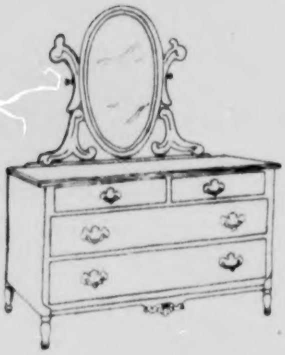


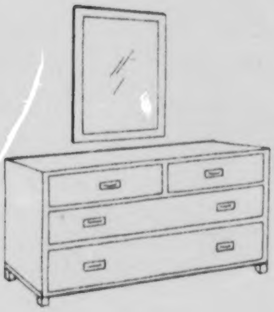


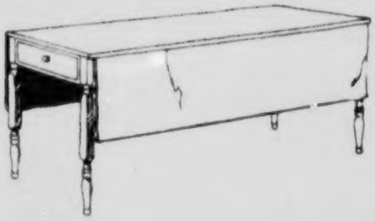
INFORMATION SHEET

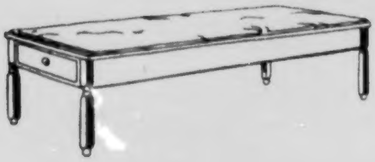


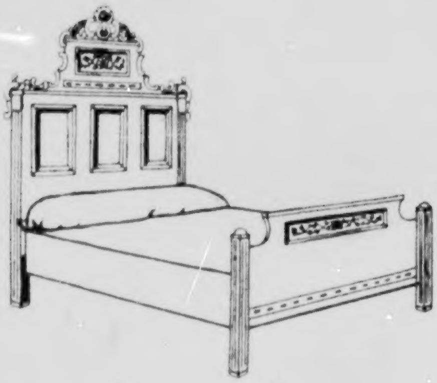


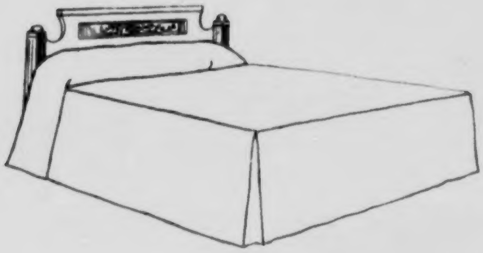












INFORMATION SHEET

IX. Guidelines for purchase, delivery, and use of appliances

A. Measure doors, entryways, and space in which appliance must fit

B. Shop around

(NOTE: Compare service contracts. The first price quoted may be subject to bargaining!)

(CAUTION: Discount stores frequently quote the lowest prices but often make up for this by charging more for installment-credit plan.)

C. Determine if delivery and installation are included in final price

(CAUTION: Delivery and installation details should be in WRITING!)

(NOTE: Does delivery mean delivery to the front door or delivery to the desired place inside the home? What is or is not included in installation also should be clear. This is particularly important for items such as clothes dryers, clothes washers, and dishwashers which require electrical and plumbing hookups and special venting.)

D. OPERATE APPLIANCE BEFORE THE INSTALLATION PEOPLE LEAVE

E. READ INSTRUCTION BOOKS CAREFULLY

F. Call the dealer from whom appliance was purchased, the service agency recommended, or an organization franchised by the manufacturer to repair the appliance

(NOTE: A careful review of the operating instructions may eliminate the need for a service call. Consumers who are unable to get satisfactory solutions to their problems from dealers should forward their complaints to MACAP.)

X. How to purchase used appliances

A. Check to see if the appliance is in working condition

B. Check the age of the appliance by looking at the nameplate on the back or inside of appliance (Assignment Sheet #4)

(NOTE: All major appliances have nameplates which carry a serial number. This serial number can be used to determine the age of the appliance by calling an authorized repair shop for that brand.)

INFORMATION SHEET

C. Ask an authorized repair person what problems that year's models tended to have and how serious they were

D. Review *Consumer Reports* and *Consumer Bulletin* to see how the appliance was rated when new

XI. Methods of moving (Assignment Sheet #6)

A. Van companies

B. Rent-a-truck/trailer service

(NOTE: Use approved trucking procedures/weight limit.)

C. Vehicles owned by friends and relatives

(CAUTION: There is always the possibility of personal injury and damage to furniture if you use nonprofessional help. Furthermore, you may not be able to collect any kind of insurance in case of accident.)

XII. Factors affecting cost of moving (Assignment Sheet #6)

A. Weight of shipment

B. Distance to be shipped

C. Packing and additional services

XIII. General preparations for moving

(NOTE: Preplanning and scheduling of jobs related to the move will help lessen last minute confusion.)

A. Decide what to take and what to discard

B. Compare choices and decide on method of moving

(NOTE: Contact moving company in advance!)

C. Notify change of address to social security, driver's license bureau, friends, relatives, business firms, magazines, book clubs, and other monthly publications

(NOTE: Forms are available from post office to complete notification of change of address.)

D. Close or transfer all charge accounts

E. Advise utility and service companies of planned moving date

INFORMATION SHEET

F. Resign from local clubs and organizations and get letters of introduction or transfer from church, organization or club presidents, and business associates for memberships to be continued at new location

G. Have confidential student records sent to school which children will attend

H. Arrange to have medical, dental, and prescription records transferred to doctor, dentist, and drug stores

I. Prepare children for changes caused by move

(NOTE: The young children need to know the advantages of moving to a new location and the new things there will be for them to see and do.)

XIV. Precautions in dealing with professional movers

A. Be sure that agreements with carrier (order for service and bill of lading) are in writing

B. Understand carrier's limited liability of household goods

C. Observe weighing of loaded vehicle to avoid being overcharged

D. Cut cost by doing some or all of packing

(NOTE: If you pack items and breakage occurs, you will not be reimbursed unless additional insurance is carried.)

E. Take a COMPLETE inventory of all possessions

F. Tag all items according to where they are to be placed

G. Arrive at destination BEFORE moving van arrives

(NOTE: Interstate Commerce Commission prohibits a carrier from delivering a shipment until total charges have been paid by money order, traveler's check, cashier's check, or cash. No personal checks are accepted!)

H. Direct placement of furniture as it is delivered

(NOTE: Placement is included in cost estimate.)

I. Be certain that everything listed on inventory is accounted for BEFORE the van operator leaves the origin and when operator arrives at destination

(NOTE: This is critical! Do not sign inventory until you have accounted for ALL items.)

J. Check furniture damage and file claim if necessary

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #1--MAKE A PLAN TO SELECT FURNITURE/APPLIANCES

Fine furniture/good appliances are a long term investment. It is suggested that a buying plan be made in order to develop wise purchase habits and to minimize "impulse buying." Following are steps for making a furniture buying plan.

a. Draw a floor plan of each room
b. Arrange the furniture you have on the floor plan
c. Decide which furnishings to keep and use
d. List the needed items for each room
e. Decide which furnishings to buy and the order for buying them
f. Ask family members if they have suggestions for improving your buying list

Use the above guidelines and the form below to make a plan to purchase household items.

1. On the graph paper provided, draw a floor plan of your bedroom or another room you'd like to furnish. Make your sketch so that 1/2" equals 1'. Include windows, doors, closets, partitions, electrical outlets or switches, and heating units.

2.

List the furnishings you'd need	Do you own it?	Can you make it?	Would you buy it?	What can you spend?

ASSIGNMENT SHEET #1

Now list accessories and other personal touches you would want	Do you own it?	Can you make it?	Would you buy it?	What can you spend?

3. Cut small pieces of colored paper to represent the items you plan to put in the room. Move them around within the sketch until you have an arrangement that suits you. Paste paper pieces in position.

4. Using magazine illustrations or fabric swatches, plan a color scheme and collect photographs of lighting arrangements, window coverings, furniture, or accessories that would look good in your room. Attach these to the sketch for future references.

(NOTE: It may be helpful to review the housing sections in *Home Economics I: Basic Core Curriculum* and *Home Economics II: Basic Core Curriculum* to complete steps three and four.)

5. What would be a working budget for the furnishings? $________________

6. List some ideas for using your own creativity to save money and accomplish your plan.

____

____

____

____

____

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ASSIGNMENT SHEET #1

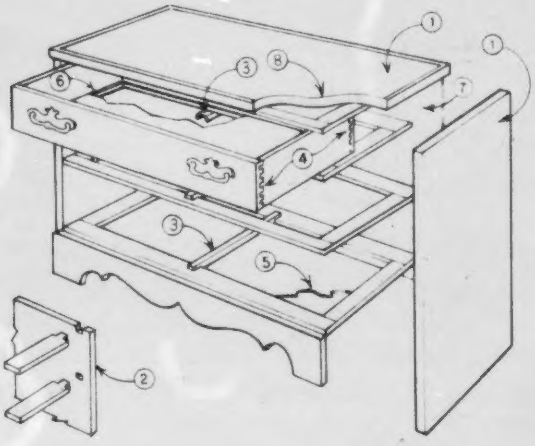
Scale: 1/2 inch equals 1 foot

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #2--COMPARE QUALITY FEATURES OF CASE GOODS

Using the checklist below compare the features of three separate case good items. These items should be similar, e.g., chest of drawers or triple dresser. Also, select three items in three different price levels. Place an "X" in the chart to indicate available features.

(NOTE: This assignment sheet may be completed on a field trip or as a home experience.)



Quality Features of Case Goods (NOTE: The following items correspond with the figure above.)	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
Retail Price	$	$	$
1. Selected wood that you like and that goes well with other hues in home (NOTE: Currently very little furniture is made of solid wood. Veneered panels have advantages over solid wood in that they are less likely to crack, swell, or warp and are less costly.)			

ASSIGNMENT SHEET #2

Quality Features of Case Goods	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
2. Mortise and tenon joints or double-dowel joints			
3. Center drawer guides			
4. Drawers with dovetailed joints and sanded and sealed interiors (NOTE: Inside should be smoothly sanded and sealed against snags to protect delicate fabrics.)			
5. Durable dust panels between drawers			
6. Durable drawer bottoms held securely in grooves			
7. Strong back piece joined firmly to the side pieces			
8. Securely mounted top			
9. Smooth finish having no rough spots			
10. Doors and drawers easy to open and to close (NOTE: The best drawers are hand-fitted and can be closed with a "test" finger at one corner.)			

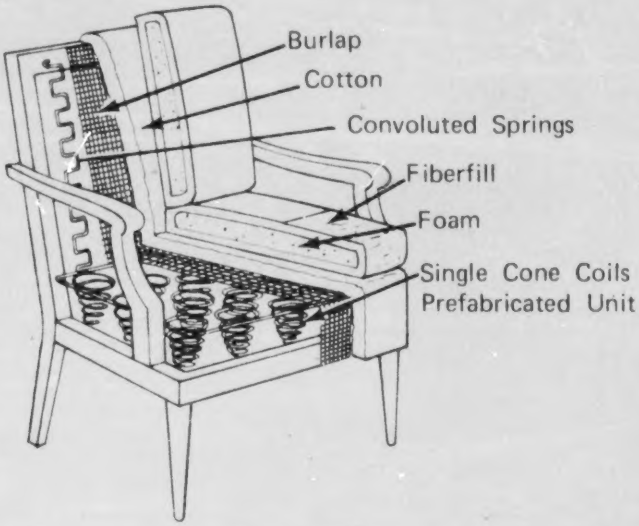
ASSIGNMENT SHEET #2

Quality Features of Case Goods	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
11. What quality features of each item were described by salespersons?			
12. What additional quality features of each item did you observe?			

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #3--COMPARE QUALITY FEATURES OF UPHOLSTERED FURNITURE

When shopping for upholstered furniture, take color and fabric samples with you. Included in these swatches should be color samples from your home, including wood, paint, wallpaper, carpeting, upholstery, and drapery fabric. When you don't have actual samples to take shopping, find spools of thread or buttons in the correct colors to take with you. These samples can help you in finding upholstered furniture in the right hue. As you shop, look for colors that go well with your planned decor. Place an "X" in the chart to indicate available features.



Using the checklist below compare the features of three separate but similarly upholstered furniture items.

	Quality Features of Upholstered Furniture	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
1.	Retail Price	$	$	$
	EXTERIOR QUALITY			
2.	Exposed wood is smooth and finished			
3.	Grain of fabric should appear to be straight			

ASSIGNMENT SHEET #3

Quality Features of Upholstered Furniture	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
4. Pleats and hems should be even and hang straight			
5. Plaid, floral, and striped fabric should be matched and balanced accurately			
6. Cording or welting should be smooth, straight, and firmly stitched (NOTE: If there is no cording or welting, the seams should be double-stitched for extra reinforcement.)			
7. Cushions should fit snugly into seat corners and with adjoining cushions			
8. Zippers should be hidden			
9. Furniture backs should be as well finished as the front (NOTE: Reversible cushions help distribute wear on the furniture.)			
10. Fabric and finish should be appropriate for style of furniture and need of individual			

ASSIGNMENT SHEET #3

Quality Features of Upholstered Furniture	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
INTERIOR QUALITY			
11. Well-built frame will be rigid and not wobble (NOTE: Interlocking glued joints, either mortise and tenon or doweled, should be used in the frame. These joints should be reinforced with glued corner blocks or metal plates.)			
12. Look through lightweight fabric under a sofa or chair for woven webbing 3 1/2 to 4 inches wide			
13. Read labels to find out what filling materials have been used			
14. Cushioning materials should be comfortable and shaped to fit the body (NOTE: Sit in sofas and chairs and feel whether or not they give support. Unzip cushions and examine the stuffing inside. Foam cushions should be covered to prevent foam slippage.)			
15. Cushions should allow you to come to a gradual, NOT a sudden, stop as you sit down			

ASSIGNMENT SHEET #3

Quality Features of Upholstered Furniture	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
16. What quality features were pointed out by salesperson?			
17. What additional features did you observe?			
18. What use and care instructions were provided?			

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #4--COMPARE APPLIANCES FOR PURCHASE

1. If you had an apartment of your own, what appliances would you want to have? List the items below.

   (NOTE: Consider both major and small appliances.)

2. Visit a local appliance store or use a mail-order catalog to obtain prices of the appliances you would like to have.

Item	Cost

3. What is the total cost?

4. If you could not obtain all these items at once, which ones would you want first? Why?

ASSIGNMENT SHEET #4

5. Select one appliance in which you are interested or would like to own.

   Examples: Refrigerator, electric typewriter, sewing machine

6. Check some recent issues of *Consumer Reports* and *Consumer Bulletin* for reports of tests of appliances.

   a. What factors were considered in rating the appliance?

   b. What tests were used?

   c. What brands and models were given top ratings?

7. If you were to buy the item, which brand and model would you buy?

8. What are the reasons for your choice?

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #5--WRITE A REDRESS LETTER

You purchased a stereo (style number: 70432886) two months ago from Friendly Appliance Center. The stereo will no longer reject automatically. The warranty stated total replacement of parts and total labor costs for a full year from the date of purchase. You have contacted the dealer who has sent a repair person twice. The repair person has been unable to locate the source or the cause of problem. The dealer seems unwilling to assume further responsibility for the malfunction of the stereo. Furthermore, you have just received a statement for the two service calls from the repair agency.

Using the format below, the sample letter that follows, and the information above, write a redress letter to MACAP.

Format:

1. Explain the problem carefully and briefly.
2. State where and when you bought the item or arranged for the service.
3. Explain how the purchase is defective.
4. List the steps you have already taken to solve the problem.
5. Give as much specific information as possible, including style number, catalog numbers, and order numbers.
6. State what you believe should be done about your claim.
7. Keep a copy of your letter of redress.
8. If you write a second letter, include a copy of the first.

ASSIGNMENT SHEET #5

SAMPLE REDRESS LETTER

1423 West Fourth
Stillwater, Oklahoma 74074
March 30, 1978

MACAP
20 North Wacker Drive
Chicago, Illinois 60606

Dear Sir:

I purchased a stereo from Friendly Appliance Center on January 15, 1978. The warranty attached to this appliance promised total replacement of parts and total labor costs for one full year from the date of purchase.

On February 1, 1978, the stereo began to malfunction and would not change records automatically. On February 2, 1978, I called Friendly Appliance Center to register the complaint. The store sent their repair person out on three different occasions. During the last service call, the repair person told me that the source of the problem was the timing device. He said that he could replace the timing device for a total charge of $53.06 ($33.06 for the replaced part and $20.00 for the service call).

I have visited with the store manager on three different occasions. Mrs. Howell stated that I was responsible for the cost of replacing the part and paying labor costs involved.

I am enclosing a copy of my warranty and the repair statement. I feel that I should not have to pay the $53.06. Please advise me of any further action that I should take.

Sincerely,

Mary Grimes

Mary Grimes

Enclosure

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #6--COMPARE MOVING RATES/SERVICES

You are about to move 4500 pounds of household goods from your home to Houston, Texas. Compare the moving rates of the following agencies. Consider dollar cost, time, and energy.

1. Van companies

2. Rent-a-truck/trailer service

3. Vehicles owned by friends and relatives

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ASSIGNMENT SHEET #7--CALCULATE COSTS OF BASIC HOUSEHOLD ITEMS

In order for your household to function properly, you must equip it with certain necessities. The following list can serve as a shopping guide. Change it, of course, to suit your own needs or preferences, but don't overlook items that fail to catch your fancy. Even if you're not planning to cook for yourself, you must think ahead to times when you'll be entertaining friends or perhaps family. In fact, there is probably no such thing as a "non-cook." There will be occasions when you must be self-sufficient.

Start with a service for four in dishware and flatware. You can always add more later. You'll also need glasses, kitchen utensils, linens, and other general items. Read through the list and use your judgment.

Item	Specific Items Needed	Cost
Flatware Examples: Forks, knives, teaspoons, soup spoons, serving spoons		
Dishware Examples: Dinner plates, salad plates, cups and saucers, mugs, dessert bowls		
Glassware		
Kitchen utensils Examples: Knives, wooden mixing spoons, rubber spatula, can opener, tongs, funnel, mixing bowls, cutting/carving board, colander, strainer, measuring cups and spoons, kitchen tool set		

ASSIGNMENT SHEET #7

Item	Specific Items Needed	Cost
Pots and pans Examples: Roasting pan, saucepan, frying pans (1 small and 1 large), tea kettle, coffee maker, dutch oven, casserole dish, baking pans		
Holloware Examples: Platter, salad bowl, butter dish, salt and pepper shakers, ashtrays, pitcher, serving trays		
Bed linens Examples: 2-3 sets of sheets, blanket, pillows, pillow cases, bedspread		
Bath linens Examples: Bath towels, hand towels, washcloths, bath mat, shower curtain		
Kitchen linens Examples: Dish towels, pot holders, dish cloths		
General miscellaneous items Examples: Ironing board, iron, hamper, canister set, garbage pail, wastebasket, step stool, dish drainer, toaster, bottle opener		
First aid and medicine cabinet items Examples: Bandages, sterile pads, tape, thermometer, rubbing alcohol, antiseptic soap, aspirin, hot water bottle, ice bag		

ASSIGNMENT SHEET #7

Item	Specific Items Needed	Cost
Other items		

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

JOB SHEET #1--PACK HOUSEHOLD ITEMS/FURNISHINGS

I. Equipment and supplies

   A. Chinaware and glasses

   B. Lampshades

   C. Rugs

   D. Phonograph records

   E. Medicine/toilet articles

   F. Shop/hobby tools

   G. Bedding, linens, clothing, draperies

   H. Clocks and/or small appliances

   I. Containers

      Examples: Barrels and boxes

   J. Newspaper

   K. Tissue paper

   L. String

   M. Clear nail polish

   N. Tape

II. Procedure for packing chinaware and glasses

   A. Place two or three inches of newsprint in the bottom of container

   B. Pack the heaviest and largest pieces in the bottom

   C. Wrap each piece separately with at least three thicknesses of paper

      (NOTE: Wrap firmly, but loosely to provide a cushioning effect.)

   D. Place wrapped glasses upside down on several layers of crumpled newsprint

JOB SHEET #1

E. Cover the first layer of glasses with a piece of cardboard

F. Pack plates, platters, and bowls on edge on top of cardboard

(NOTE: NEVER place such items flat.)

G. Work or fill in toward center

H. Insert a piece of cardboard between each layer

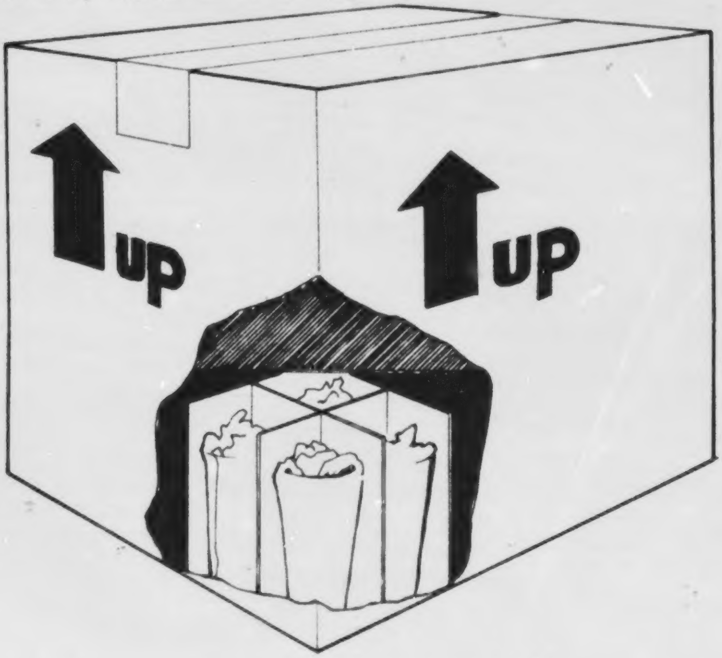
I. Insert a layer of dishes

J. Insert a layer of newsprint

K. Build layer on top of layer up to within two or three inches of top (Figure 1)

(NOTE: Stemware and fragile bric-a-brac are the last items to be packed and they should be in the top layers.)

FIGURE 1



L. Fill all empty space with wadded newsprint

M. Tape box shut across both top and edges

N. Write contents of each box on the outside

JOB SHEET #1

III. Procedure for packing lamp shades

  A. Remove shade from lamp base

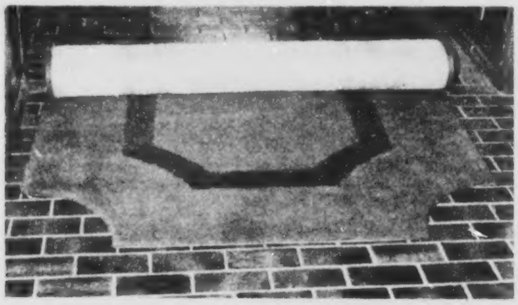
  B. Wrap each shade separately in clean white tissue

  (NOTE: Do NOT force one shade inside another as it may cause damage by stretching or tearing fabrics. Special cartons are available from van company at a cost.)

IV. Procedure for packing rugs

  A. Roll rugs (Figure 2)

FIGURE 2

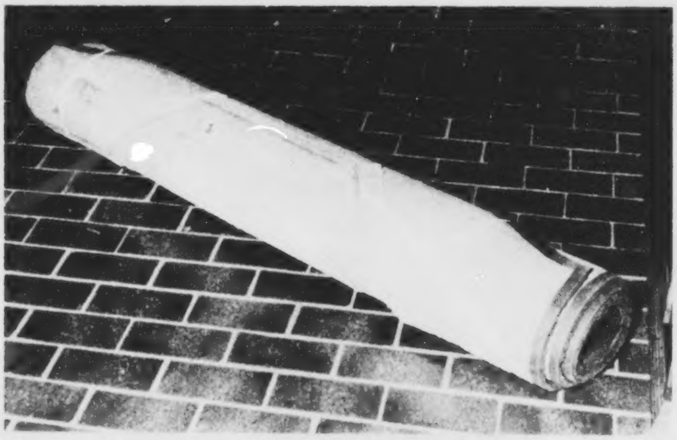


  B. Do not fold

  (NOTE: Small cotton rugs with no backing may be folded and placed in containers.)

  C. Tie securely at both ends and in the middle (Figure 3)

FIGURE 3



JOB SHEET #1

V. Procedure for packing phonograph records

   A. Leave in album covers if possible

   B. Wrap each album with paper

   C. Place in container so that records will STAND ON EDGE

   (NOTE: Pack no more than 40-50 pounds in a container.)

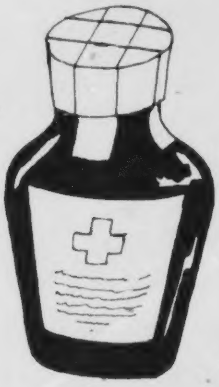
VI. Procedure for packing medicines and toilet articles

   A. Secure all tops, caps, corks and covers

   B. Seal around edge of each with clear nail polish

   C. Place thin strips of tape over each cap (Figure 4)

FIGURE 4



   D. Pack firmly with paper or tissue between bottles so they won't fall over

   E. Mark containers "Fragile" and "This End Up"

   (NOTE: Do not pack flammables, such as paint thinner. Do not pack pressurized cans.)

VII. Procedure for packing shop or hobby tools

   A. Dismantle power tools as much as possible

   B. Wrap each part

   C. Pack parts separately to reduce weight and prevent damage

   D. Tie long-handled tools together, such as rakes, hoes, and spades

   (CAUTION: Pack hand tools in containers or boxes limiting weight to 50 to 60 pounds.)

JOB SHEET #1

VIII. Procedure for packing bedding, linen, clothing, and draperies

A. Pack comforters, blankets, pillows, sheets, and towels in large cartons or use them to fill chests, dresser drawers, cedar chests, and trunks

(NOTE: Never overload furniture drawers or shelves with these items. Excess weight causes damage.)

B. Fold clothes and draperies

C. Pack clothes and draperies in boxes, cartons, chests, trunks, or dresser drawers

D. Avoid pressing and ironing of clothes and draperies at destination by requesting specially constructed clothing wardrobes from van company at additional cost

IX. Procedure for packing clocks and small appliances

A. Wrap each item with newspaper and padding to prevent marring and scratching

B. Place items in bottom of containers or pack with bedding or in trunks, cedar chests, or chests of drawers

C. Be sure articles don't slide

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

JOB SHEET #2--REPAIR LEAKY FAUCET

I. Equipment

A. Leaky faucet

B. Washers, assorted sizes

(NOTE: Worn washers can be taken to hardware store in order to purchase proper size.)

C. Screwdriver, standard and phillips

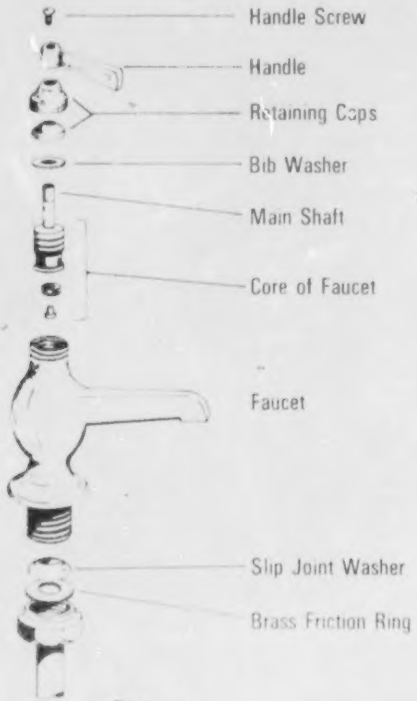
D. Adjustable wrench

E. Valve seat tool

II. Procedure

(NOTE: Faucets may look different, but all faucets have the same basic parts: handle, packing nut, stem, washer, and screw. Faucets will begin to leak when washer becomes worn or packing needs replacing. See Figure 1.)

FIGURE 1


Handle Screw
Handle
Retaining Caps
Bib Washer
Main Shaft
Core of Faucet
Faucet
Slip Joint Washer
Brass Friction Ring

JOB SHEET #2

A. Turn water off at cut-off valve beneath the sink

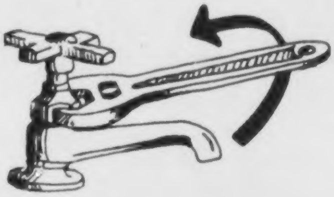
B. Turn faucet on until water ceases to run

(NOTE: If water continues to run, you have turned the wrong valve or you have turned it the wrong way!)

C. Use adjustable wrench to loosen packing nut; turn counterclockwise (Figure 2)

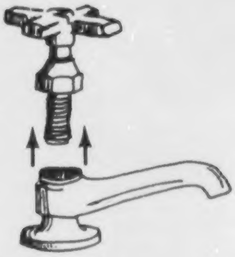
(NOTE: Protect chrome surface with cloth under wrench.)

FIGURE 2



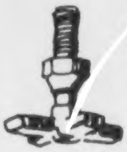
D. Screw the stem out (Figure 3)

FIGURE 3



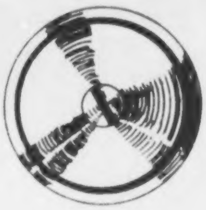
E. Turn stem upside-down (Figure 4)

FIGURE 4



F. Notice the screw that holds washer (Figure 5)

FIGURE 5

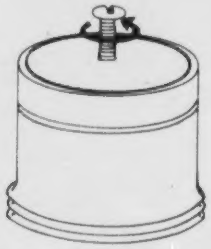


JOB SHEET #2

G. Turn screw counterclockwise until washer comes off (Figure 6)

(CAUTION: When using a screwdriver, be sure to place screwdriver straight in slot so it will not slip and jab you.)

FIGURE 6

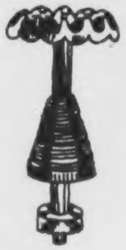


H. Check the washer seat for rust build-up

I. Use valve seat tool to reface the seat (Figure 7)

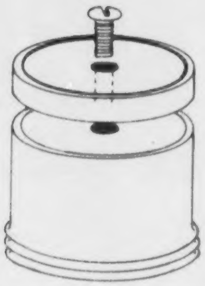
(NOTE: Use emery cloth to make surface smooth again. Valve seat tool can be purchased at any hardware department where washers can be purchased.)

FIGURE 7



J. Slip on washer (Figure 8)

FIGURE 8

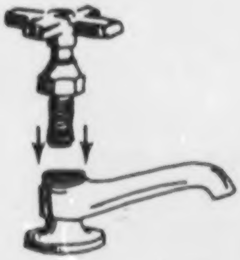


K. Tighten screw securely

JOB SHEET #2

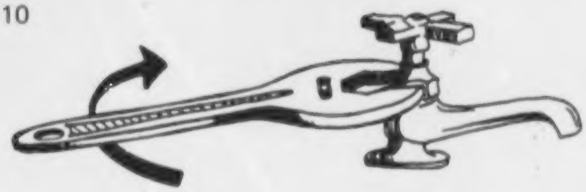
L. Replace stem into faucet (Figure 9)

FIGURE 9



M. Tighten packing nut (Figure 10)

FIGURE 10



N. Turn on water at shut-off valve under sink

O. Test for leakage by turning water on and off

(NOTE: If water is around stem near the handle, try tightening the packing nut some more. If it continues to leak, turn off water again at shut-off valve. Remove handle. Check screw. Loosen packing nut. Replace washer or packing. Replace packing with putty or teflon-impregnated asbestos, wrap around stem, and tighten packing nut.)

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

JOB SHEET #3--REPAIR ELECTRICAL PLUG

I. Equipment and materials

   A. Electrical plug in need of repair

   B. New electrical plug

   (CAUTION: Select only UL approved plugs.)

   C. Knife or scissors

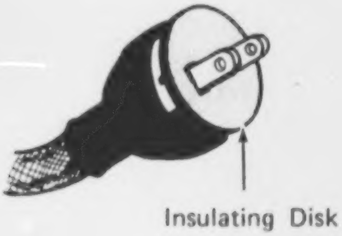
   D. Screwdriver

   E. Wire strippers or pliers

II. Procedure

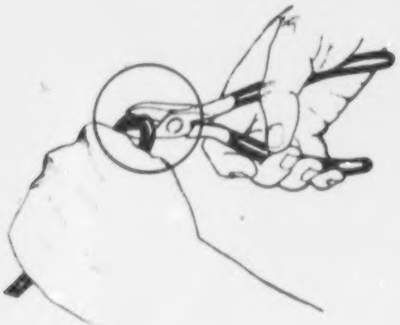
   A. Remove insulator (Figure 1)

FIGURE 1



   B. Use pliers, knife, or scissors to make a clean cut on cord (Figure 2)

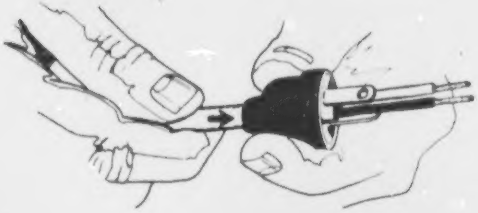
FIGURE 2



JOB SHEET #3

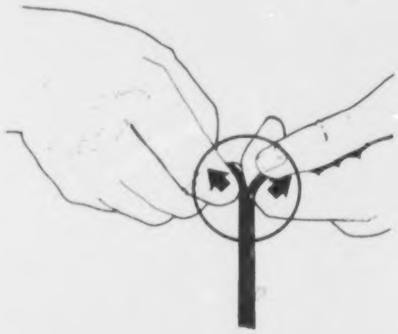
C. Push end of cord through back of plug (Figure 3)

FIGURE 3



D. Pull cord apart for a distance of about two inches (Figure 4)

FIGURE 4

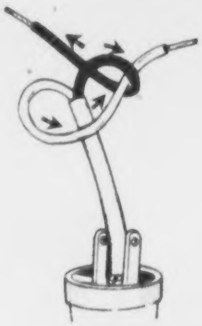


E. Make a simple overhand knot using both sections (Figure 5)

(NOTE: This knot gives strength to the plug.)

Example: First step of tieing your shoe is a simple overhand knot

FIGURE 5

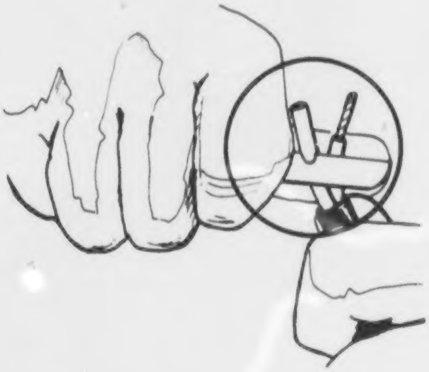


JOB SHEET #3

F. Strip about 1/2" of insulation from wires using knife or scissors (Figure 6)

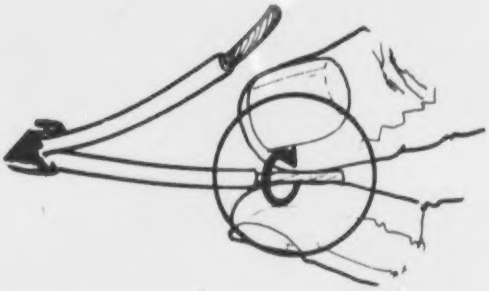
(CAUTION: Avoid cutting individual wires.)

FIGURE 6



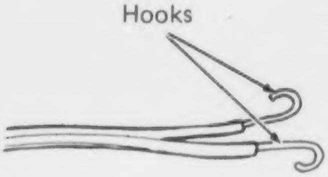
G. Twist strands of each wire clockwise so they stay together neatly (Figure 7)

FIGURE 7



H. Bend bare ends into a hook (Figure 8)

FIGURE 8

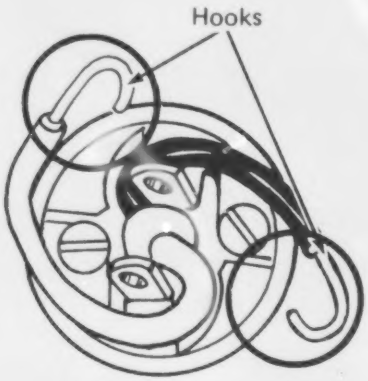


JOB SHEET #3

I. Bend wires around prongs (Figure 9)

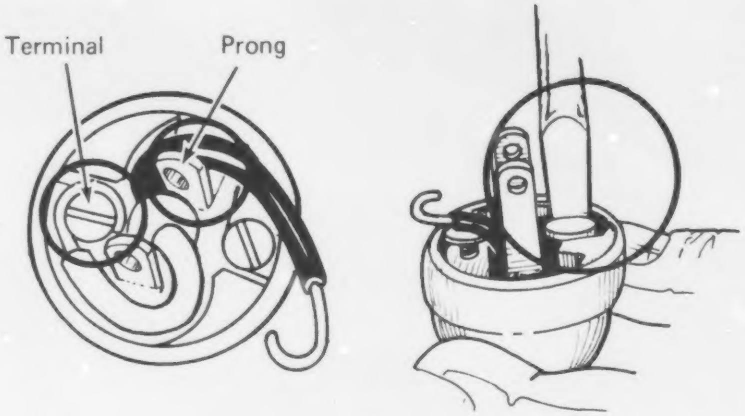
(NOTE: This makes it easier to work wire into proper place.)

FIGURE 9



J. Wrap the bare wire under screw clockwise (Figure 10)

FIGURE 10



K. Tighten both screws (Figure 10)

(NOTE: Be neat!!! Avoid leaving any loose strands of wire for safety!)

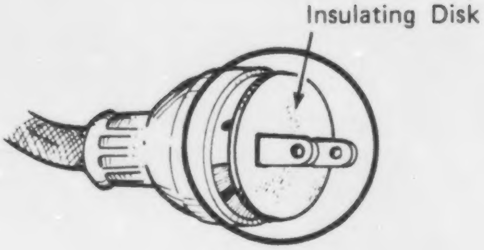
L. Fold the cord into the plug

JOB SHEET #3

M. Push excess wire into plug

N. Replace insulator (Figure 11)

FIGURE 11



(NOTE: It is unsafe to use a three-prong plug with a two-wire cord. However, the same procedure in Job Sheet #3 can be used with three-prong plug repair.)

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms associated on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Thin layers of wood glued together under pressure with special glue over a core material

_____b. Form used by carrier to plan the moving details

_____c. Company providing transportation for moving of household goods

_____d. Furniture that is light looking; has refined lines; smooth and polished finishes

_____e. Furniture that is popular for a relatively short time

_____f. Detailed, descriptive list of household goods showing number and condition of each item

_____g. Action taken by consumer to remedy a complaint about a certain product or service

_____h. Furniture that is heavy-looking, sturdy; has dull finish; sometimes antiqued or "distressed"

_____i. Furniture that can be used in more than one way

_____j. Contract between carrier and shipper for all services and charges; serves as shipper's receipt

_____k. Person whose household goods are being moved

1. Informal styles
2. Formal styles
3. Veneer
4. Multipurpose furniture
5. Fad furniture
6. Redress
7. Carrier
8. Shipper
9. Order for service
10. Bill of lading
11. Inventory

_____l. Special consumer committee to help consumers who have problems with their major appliances

_____m. Furniture pieces that are completely covered or mostly covered with fabric with some exposed wood

_____n. "Educated guess" as to total weight of household goods and cost of move

_____o. Furniture pieces made of wood, metal, and plastic

_____p. Indication of good quality in furniture when wood has been well-selected and carefully dried

12. Estimate
13. Solid wood
14. Upholstered furniture
15. Case goods
16. Major Appliance Consumer Action Panel (MACAP)

2. State the two goals of good furniture design.

a. ______________________________

b. ______________________________

3. Match the basic furniture styles on the right to their correct descriptions. Place the appropriate numbers in the blanks provided.

_____a. Decorative frills eliminated with main emphasis on use and function

_____b. Characterized by many ornate carvings and graceful lines

_____c. Simplified type of traditional styling; carvings and ornamentation not as complex

1. Traditional or classic
2. Provincial or rustic
3. Contemporary or modern

4. Explain how to mix furniture styles.

____

____

____

____

____

5. Select from the list below factors to consider in selection of home furnishings/appliances. Place an "X" in the appropriate blanks.

______a. Cost

______b. Style

______c. Current fads

______d. Needs of family members

______e. Quality

______f. Versatility

______g. Cost of maintenance

______h. Space required

______i. Comfort

______j. Convenience

6. Distinguish between the characteristics of solid wood and veneer. Place an "S" before the characteristics of solid wood and a "V" before the veneered wood characteristics.

______a. Easy to refinish

______b. Will warp and crack in such a way that piece can not be repaired if improperly dried

______c. Can separate and cause trouble

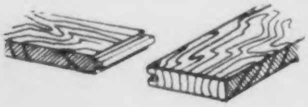
______d. Lends itself to carved designs

______e. Helps prevent warping on large surfaces

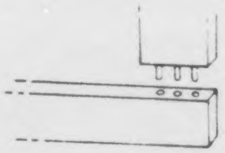
______f. Difficult to refinish

______g. Is an indication of good quality furniture design when properly selected and dried

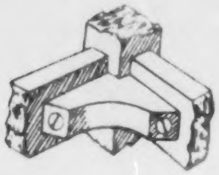
7. Identify the following types of furniture construction joints by writing the correct names in the blanks provided.



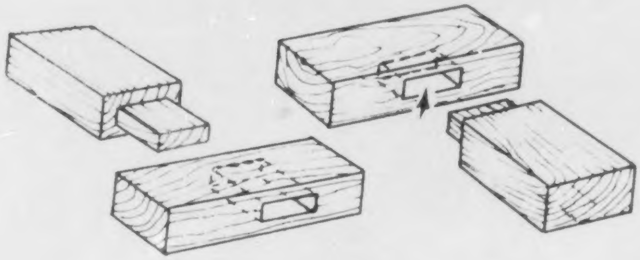
a. ____________________



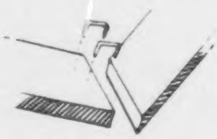
b. ____________________



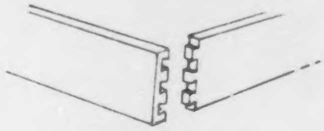
c. ____________________



d. ____________________



e. ____________________



f. ____________________

8. Name four ways to recycle/improvise furniture items.

a. ____

b. ____

c. ____

d. ____

9. Select from the list below guidelines for purchase, delivery, and use of appliances. Place an "X" in the appropriate blanks.

______a. Determine if delivery and installation are included in the final price

______b. OPERATE APPLIANCE AFTER THE INSTALLATION PEOPLE LEAVE

______c. READ INSTRUCTION BOOKS CAREFULLY

______d. Have friends perform repair service while appliance is under warranty

______e. Use the most convenient electrical outlet regardless of requirements of the appliance

10. Discuss the purchase of used appliances.

11. Name three moving methods.

a. ________________

b. ________________

c. ________________

12. Name three factors affecting moving costs.

a. ________________

b. ________________

c. ________________

13. Discuss general preparation for moving.

14. Select from the list below precautions in dealing with professional movers. Place an "X" in the appropriate blanks.

_____a. Be sure that agreements with carrier (order for service and bill of lading) are in writing

_____b. Observe weighing of loaded vehicle to avoid being overcharged

_____c. Have movers inventory items to be carried

_____d. Arrive at destination BEFORE moving van arrives

_____e. Direct placement of furniture as it is delivered

_____f. Be certain that everything listed on inventory is accounted for BEFORE the van operator leaves the origin and when operator arrives at destination

15. Make a plan to select furniture/appliances.

16. Compare quality features of case goods.

17. Compare quality features of upholstered furniture.

18. Compare appliances for purchase.

19. Write a redress letter.

20. Compare moving rates/services.

21. Calculate costs of basic household items.

22. Demonstrate the ability to:

    a. Pack household items/furnishings.

    b. Repair leaky faucet.

    c. Repair electrical plug.

(NOTE: If activities 15-22 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SELECTION/MAINTENANCE OF HOME FURNISHINGS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (32 points)

    a. 3
    b. 9
    c. 7
    d. 2
    e. 5
    f. 11
    g. 6
    h. 1
    i. 4
    j. 10
    k. 8
    l. 16
    m. 14
    n. 12
    o. 15
    p. 13

2. (2 points)

    a. Form follows function

    b. Good design should provide variety within a unified whole

3. (3 points)

    a. 3

    b. 1

    c. 2

4. (4 points)

    Explanation should include:

    a. One furniture style should be dominant

    b. Informal styles tend to look better with other informal styles; formal styles tend to look better with other formal styles

    c. Furniture should be similar in line and shape

5. (20 points)

    a, b, d, e, f, g, h, j

6. (14 points)
   a. S
   b. S
   c. V
   d. S
   e. V
   f. V
   g. S

7. (12 points)
   a. Tongue and groove joint
   b. Dowel joint
   c. Corner block
   d. Mortise and tenon joint
   e. Miter joint
   f. Dovetail joint

8. (4 points)

   Any four of the following:

   a. Use multipurpose furniture
   b. Read classified ads for used furniture, garage sales, floor model furniture sales, and furniture auctions
   c. Check local area for railroad-damaged goods outlet
   d. Construct do-it-yourself furniture
   e. Purchase ready-to-finish furniture
   f. Salvage discarded items
   g. Restyle large pieces of furniture

9. (10 points)

   a, c

10. (4 points)

Discussion should include:

a. Check to see if the appliance is in working condition

b. Check the age of the appliance by looking at the nameplate on the back or inside of appliance

c. Ask an authorized repair person what problems that year's models tended to have and how serious they were

d. Review *Consumer Reports* and *Consumer Bulletin* to see how the appliance was rated when new

11. (3 points)

a. Van companies

b. Rent-a-truck/trailer service

c. Vehicles owned by friends and relatives

12. (3 points)

a. Weight of shipment

b. Distance to be shipped

c. Packing and additional services

13. (4 points)

Discussion should include:

a. Decide what to take and what to discard

b. Compare choices and decide on method of moving

c. Notify change of address to social security, driver's license bureau, friends, relatives, business firms, magazines, book clubs, and other monthly publications

d. Close or transfer all charge accounts

e. Advise utility and service companies of planned moving date

f. Resign from local clubs and organizations and get letters of introduction or transfer from church, organization or club presidents, and business associates for memberships to be continued at new locations

g. Have confidential student records sent to school which children will attend

h. Arrange to have medical, dental, and prescription records transferred to doctor, dentist, and drug stores

i. Prepare children for changes caused by move

14. (12 points)

a, b, d, e, f

15. Evaluated to the satisfaction of the instructor (20 points)

16. Evaluated to the satisfaction of the instructor (14 points)

17. Evaluated to the satisfaction of the instructor (14 points)

18. Evaluated to the satisfaction of the instructor (14 points)

19. Evaluated to the satisfaction of the instructor (12 points)

20. Evaluated to the satisfaction of the instructor (5 points)

21. Evaluated to the satisfaction of the instructor (14 points)

22. Performance skills evaluated to the satisfaction of the instructor

a. (10 points)

b. (10 points)

c. (10 points)